



Olympics: Going For Gold



Rio Olympics 2016



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Basic Information

This section details the time allocation for this unit of work, links to other subjects and Assessment for Learning opportunities.

Timings

This unit of work is intended to last about 4 ¼ weeks.

The following suggested timings are approximate guides and are dependent on each school's individual context.

	No of Hours	No of Weeks
Entry Point, Knowledge Harvest, Explain the Theme	2	¼
Geography	6	¾
History	6	¾
Technology	4	½
Music	6	¾
Physical Education	4	½
International	2	¼
Exit Point	4	½

Links to other IPC subjects

Links to other IPC subjects

ICT & Computing learning goals are included in the above subject learning. Links to ICT & Computing, art and technology are provided at the end of tasks where appropriate.

Language Arts links

Suggestions of how to include links to Language Arts are provided where appropriate at the end of tasks.

Additional Languages Links

Resources and learning tasks for developing additional languages are included in the resources section, and linked to the geography learning in this unit.

Coverage of the **National Curriculum for England** is listed under 'Basic Information' on the next tab.

Learning Goals

Geography Learning Goals

Children will:

2.03 Know how the nature of particular localities affect the lives of people



2.05 Be able to use geographical terms



2.07 Be able to make simple maps and plans of familiar locations



2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities



2.09 Be able to use secondary sources to obtain geographical information



2.10 Be able to express views on the features of an environment and the way it is being harmed or improved



2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features

2.12 Understand how places fit into a wider geographical context

2.13 Understand that the quality of the environment can be sustained and improved

History Learning Goals

Children will:

2.01 Know about the main events, dates and characteristics of the past societies they have studied

2.02 Know about the lives of people in those periods

2.03 Know about the main similarities and differences between the past societies they have studied



2.04 Be able to give some reasons for particular events and changes



2.05 Be able to gather information from simple sources

2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes

2.07 Understand that the past can be considered in terms of different time periods

2.08 Understand that the past has been recorded in a variety of different ways

International Learning Goals

Children will:

2.01 Know about some of the similarities and differences between the different home countries and between them and the host country

2.02 Know about ways in which these similarities and differences affect the lives of people

 **2.03 Be able to identify activities and cultures which are different from but equal to their own**

Music Learning Goals

Children will:

 **2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively**

2.04 Be able to sing in tune and with expression

 **2.05 Be able to perform simple pieces rhythmically using a limited range of notes**

2.07 Be able to compose simple pieces to create intended effects

 **2.08 Be able to choose sounds and instruments which are appropriate for their task**

2.09 Be able to improve their own work, having regard to the intended effect

2.10 Be able to explain their own work in terms of what they have done and why

2.13 Understand how musical elements are combined and varied to create different effects

Physical Education Learning Goals

Children will:

2.01 Know the principal rules of a number of established sporting and athletic activities

 **2.03 Be able to choose appropriate skills and movements to suit a task**

 **2.04 Be able to plan actions and movements**

 **2.05 Be able to take part in a range of individual, pair, small group and team activities**

 **2.06 Be able to perform a range of activities with control and coordination**

2.07 Be able to apply tactics in competitive situations

2.08 Be able to apply expressive movements in sequence



2.09 Be able to improve performance through analysis, observation and repetition

2.13 Understand the importance of rules

2.14 Understand the importance of fair play

Technology Learning Goals

Children will:

2.01 Know that the way in which products in everyday use are designed and made affects their usefulness



2.02 Be able to design and make products to meet specific needs



2.03 Be able to make usable plans

2.04 Be able to make and use labelled sketches as designs



2.05 Be able to use simple tools and equipment with some accuracy



2.06 Be able to identify and implement improvements to their designs and products



2.07 Be able to identify the ways in which products in everyday use meet specific needs

ICT & Computing Opportunities

The table below shows you where you can cover the following ICT & Computing Learning Goals.

Task	Goals
Geography Extension Task	2.2
Geography Task 1	2.1, 2.2, 2.4, 2.5
History Extension Task	2.4
History Task 1	2.4, 2.5
History Task 2	2.4
International Extension Task	2.1, 2.2, 2.5, 2.8
International Task 1	2.2, 2.4, 2.5
Music Task 3	2.2, 2.3, 2.5, 2.8
Technology Task 1	2.5

Assessment for Learning

Are your children busy, or are they busy learning? This is the question that we need to be able to answer throughout each IPC unit – what improvements are being made to children’s learning as a result of studying this theme?

There are **three areas of learning** to reflect on, and **three types of learning** to assess.

The Three Areas of Learning: Academic, Personal and International

The three *areas* include **academic, personal and international learning**. To reflect on these, you will need access to the IPC Learning Goals for each subject (including International) and the IPC Personal Goals – a list of these can be found in Appendix A of the [IPC Implementation File](#). You can also find a full list of IPC Learning Goals in the [Assess section](#) of the Members’ Lounge.

The Three Types of Learning: Knowledge, Skills and Understanding

The three *types* of learning include **knowledge, skills and understanding**. We believe that differentiating between knowledge, skills and understanding is crucial to the development of children’s learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on. The implications of these differences are therefore far-reaching and deserve proper consideration.

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

The IPC does not provide examples of knowledge assessment (tests or exams) as the knowledge content of the curriculum can be adapted to any national curricula requirements.

Skills refer to things children are able to do. Skills have to be learned practically and need time to be practiced. The good news about skills is the more your practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects.

The IPC supports skills tracking and assessment through the [IPC Assessment for Learning Programme](#). This programme includes Teachers’ Rubrics, Children’s Rubrics and Learning Advice.

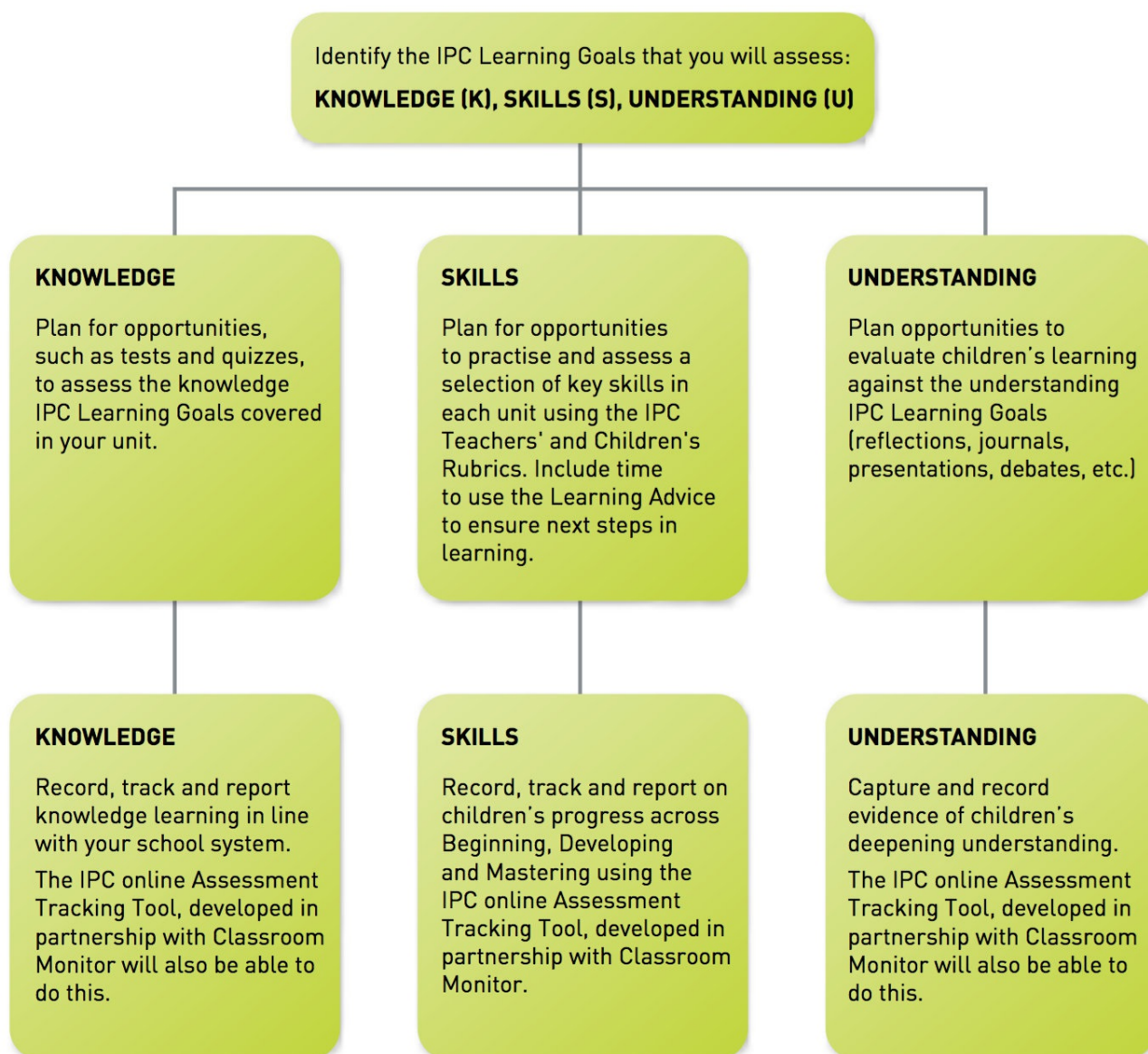
Understanding refers to the development or ‘grasping’ of conceptual ideas, the ‘lightbulb’ moment that we all strive for. Understanding is always developing.

The IPC units can’t assess understanding for you, but they do allow you to provide a whole range of different experiences through which children’s understandings can deepen.

(Please note: as well as the IPC Assessment for Learning Programme, we also offer an online Assessment Tracking Tool, developed in partnership with Classroom Monitor. Please email members@greatlearning.com for more information on how to sign up to this tool.)

Planning for Assessment

Once you have planned for the different IPC Learning Goals for each subject it is important to plan for assessment opportunities within each unit of work. Assessment needs to be balanced but rigorous to ensure that the children have learned what we planned for them to learn. The diagram below illustrates the processes you may want to use to ensure this happens.



Helping Children Reflect on Their Own Learning

In addition to teacher assessment, it is also vital to include children in reflecting on their learning and setting next steps for improvement. Ask the children to carry out self-assessments throughout each unit (using the Children's Rubrics to assess skills, and other methods chosen by the school for knowledge and understanding).

They could use the following headings to list/make notes on their newly acquired knowledge, skills and



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understanding – ‘new things I now **know**’, ‘new things that I can **do**’ and ‘new things I am beginning to **understand**’.

Ask the children to evaluate different aspects of their learning – what did they do well, what could improve next time and how, what did they find the most/least interesting? How did they prefer to learn – as an individual/in pairs/small groups/large groups/as a whole class? What was their preferred method of researching and recording - writing/talking/making, etc.? This evaluation aspect will also support the development of the IPC Personal Goals.

Further Information

For more information on assessment, and knowledge, skills and understanding, please refer to:

- [The IPC Implementation File](#)
- [The Assessment for Learning Implementation File](#)
- [The IPC Self-Review Process](#)

Or contact the Membership Support team at members@greatlearning.com

The Entry Point

Set up a special surprise for the children by giving them the opportunity to try a sport or physical activity that they may not have experienced before. There may be activity camps or centres in your local area that you can visit, or it may be possible to arrange for an outside club or organisation to visit the school, to coach the children and provide equipment for the day.

The availability of activities will depend on your setting, but ideas might include:

- Archery
- Fencing
- Horse riding
- Trampolining
- Martial arts (karate, judo etc.)
- Water sports (sailing, rowing etc.)
- Field activities (such as javelin, discus, shot put)
- Keep fit class (aerobics, aquafit, pilates, boxercise, zumba etc.)

Always conduct risk assessments as appropriate for your chosen activity, and ensure that the guidelines of your PE and Health and Safety policies are followed. Send a letter home to parents informing them of the activity to obtain any necessary permissions. Try to keep the activity a surprise for the children – but it may not always be possible!

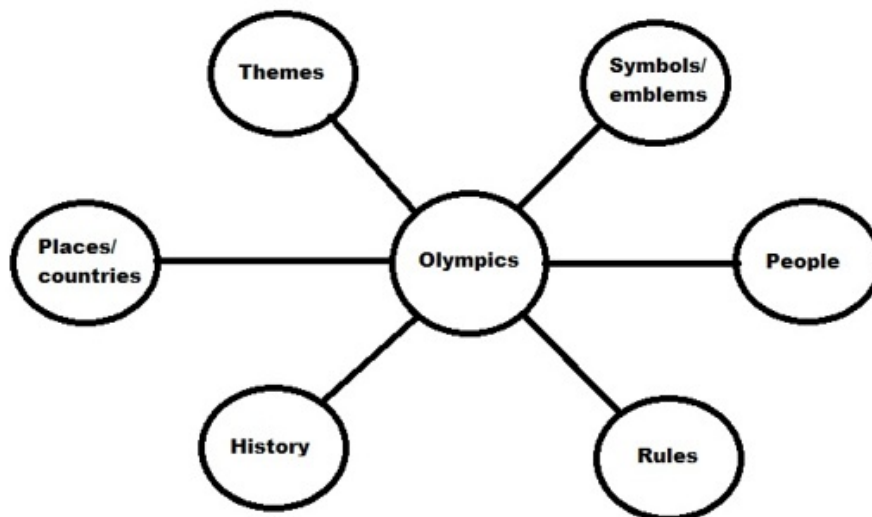
Before, during or after your activity, use the opportunity to talk to the children about the sports that they enjoy. Consider how sport and exercise can help improve our physical, mental and social wellbeing. Start to explore the children's existing knowledge of the Olympics and the sports they associate it with, in preparation for the knowledge harvest.

If you are unable to organize an activity day/session, then as an alternative you could set up your own fun obstacle course or series of team games for the children to take part in and enjoy.

Knowledge Harvest

In groups, ask children to create a mind map to record their existing knowledge of the Olympics. This could be done on large sheets of paper, using different coloured markers for each category, or using mind-mapping software such as Prezi (www.prezi.com), MindGenius (www.mindgenius.com) or iMindMap (www.thinkbuzan.com). As well as word and phrases, children could also add images to their mindmaps, such as any symbols or objects they associate with the Olympics, or – if working online – photographs of athletes and other images that might relate to the Olympics theme.

You may wish to provide the following categories as a starting point:



Once groups have completed their mindmaps, invite them to share these with the rest of the class. Work through the categories and discuss each in turn. If any unanswered questions are raised, record these separately for the children to address later in the unit.

Mind maps can be displayed around the classroom. Refer back to these throughout the unit, to both support tasks and record the children's ongoing learning.

The Big Idea

The Olympic Games are a global celebration of sport and achievement that brings people from all around the world together. Our school is going to hold its own Olympics, giving everyone the chance to celebrate their skills, work together as a team, and share our achievements with others. It's time to go for gold!

Explaining The Theme

In Geography, we'll be:

- Exploring the host city of Rio de Janeiro in Brazil
- Finding out about the features of the Rio Olympic park
- Designing our own Olympic park

In Additional Languages, we'll be:

- Finding out about Brazil, and showing our understanding by joining in and responding to quiz questions
- How to recognise, read, write and pronounce the names of different Olympic sports
- How to speak in sentences using familiar words and phrases about Olympic sports and venues
- How to introduce ourselves and give information to visiting athletes

In History, we'll be:

- Finding out about the Ancient Olympic Games
- Comparing the Olympics, past and present

In Technology, we'll be:

- Designing and making our own Olympic mascot
- Designing and making a moving picture book

In Music, we'll be:

- Learning how to exercise our voice and sing in pitch
- Learning and recording the song '*Lighting Up The Flame*'

In Physical Education, we'll be:

- Playing a game adapted for athletes with disabilities
- Developing our own gymnastic performance



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In International, we'll be:

- Creating a welcome guide to Brazil for visitors to the Olympics

The Big Picture

Teaching the Olympics

There are three Milepost units to help your school celebrate the 2016 Olympic Games. If you wish, these units can be taught across all three Mileposts at the same time (each unit is approximately 4 weeks long), ending with a whole-school Olympics exit point, where children from different year groups can come together to share and celebrate their learning.

Each unit tackles different themes related to the Olympic Games. The individual tasks are easily adaptable so, if you wish, you could select tasks from different milepost units to create your own tailored project.

The following Big Picture section has eight key parts:

1. **The origins of the Olympic Games** – background information on the origins and history of the ancient games held in Greece.
2. **The modern Olympic Games** – discover how the French aristocrat, Pierre de Coubertin, revived the ancient Greek Olympics for a modern age.
3. **The Paralympic Games** – from a small competition between wheelchair athletes to an international sporting event, discover how the Paralympic Games rose to prominence.
4. **The Olympic Games 2016** – Brazil is playing host to the XXXI Olympic Games. As with all sporting events, the Olympic Games offers the country many exciting opportunities.
5. **Organising a school Olympics** – guidance on how to plan and organise a whole-school Olympics Games event, which could run alongside your Olympic Games project teaching.
6. **Additional Language Learning** - for the first time, the IPC are providing exclusive resources and teacher guidance to help you explore the theme of the Olympic Games through the medium of an additional language.
7. **Oddizzi free 30-day subscription offer** – the Oddizzi website has a wealth of content to support the geography tasks in these units and is offering IPC member schools a special 30-day free trial.
8. **‘Lighting Up The Flame’** – find out how your school can take part in the latest Voices Around World collaborative music project, which is linked to the theme of the Olympic Games.

1. The origins of the Olympic Games

The Olympic Games originated in Ancient Greece nearly 3000 years ago. The first written record of the Games occurs in 776 B.C when a cook named Coroebus won a 200-yard footrace known as a stade (the origin of the word ‘stadium’), however the Games are likely to have been running for many years before this date.

The Greek Olympic Games were held every four years in the valley of Olympia in Elis. It was a religious as well as a sport event, held in honour of the god Zeus. There were many shrines and temples at Olympia dedicated to Zeus, the greatest of which housed a magnificent ivory and gold statue – considered one of the Seven Wonders of the World.

As the city-states of Greece were often at war, a sacred truce was declared one month before the Games began. This allowed people to travel to Olympia safely and enjoy the Games. The words of the truce were inscribed on a bronze discus and displayed in the Temple of Hera, the wife of Zeus, at Olympia.

Only men, boys and unmarried girls could attend the Games. Married women were not allowed into the Games (although many may have sneaked in!). Women and girls could not participate as athletes, however they were allowed to own chariot teams and individual horses for equestrian events. Instead, women had their own festival at Olympia every four years, known as the Heraia, held in honour of Hera. Running events were held as part of this festival but only unmarried girls could take part.

Only freeborn men and boys (i.e. not slaves) could compete in the Olympic Games and would have done so naked. The Greeks believed that clothing restricted their athletic performance. Events were held over four days and were similar to our modern Olympics, featuring running, wrestling, boxing, long jump, javelin, discus and chariot racing. There was also a pentathlon that combined five disciplines (running, wrestling, long jump, javelin, and discus). The most punishing events were the pankration (all-in-wrestling) where anything was permitted except for biting and gouging, and the hoplitodromos (hoplite race) in which competitors had to run a gruelling race while wearing the armour and shields of a hoplite soldier.

The winners of each event were crowned with an olive wreath, taken from a sacred wild olive tree that grew at Olympia. They would also be showered with gifts and, like our modern athletes, enjoy widespread popularity as a result of their achievements. Some even had songs and poems written about them.

The Games continued to be held, without interruption – even during times of war – until 393 AD, when they were finally abolished by the Byzantine Emperor Theodosius, who sought to ban all practices and ceremonies that were non-Christian and therefore pagan. It would not be until the 19th Century that the traditions of the Olympic Games would be revived once again.

2. The modern Olympic Games

The campaign to revive the Olympic Games began in France with Baron Pierre de Coubertin (1863-1937). Coubertin was greatly interested in education and he believed that physical education and the development of the body was just as important as the mind. After he visited the ruins of the original Olympia site, he had the idea that a grand sporting event would be the best way to promote his beliefs of physical, mental and spiritual excellence. Coubertin presented his idea to the Union des Sports Athlétiques in Paris in November 1892. Two years later, his proposal was accepted allowing him to set up the International Olympic Committee (IOC), which would become the governing body of the modern games.

The first modern Olympic Games were held in Athens in 1896 – the location chosen to honour the spirit of the ancient Greek Games. Many of the original sporting events were carried over to the modern Olympics, including foot-races, wrestling, jumping, discus and javelin throwing, equestrian events and the pentathlon (although the modern version of the pentathlon features different events).

Nearly three hundred athletes, from twelve different countries, competed in the 43 events. Many new sports were introduced to the traditional Greek line-up, such as swimming, gymnastics, weight-lifting, cycling, fencing, shooting and tennis. The 1896 Olympics also featured the first marathon, which followed the route of the legendary Greek messenger Pheidippides, who famously ran 26 miles from the plain of Marathon to the city of Athens to announce the victory of the Greeks over the invading Persians in 490

BC.

Women were not allowed to compete in events until the Paris games in 1900, when they could take part in five sports: tennis, golf, sailing, croquet and equestrian. Female participation has increased steadily since then, with women accounting for more than 44 per cent of the participants at the London 2012 games.

The event was a resounding success and paved the way for the tradition to continue, as it had done in Greece, every four years. However, instead of holding the event in Greece each time, different countries around the world were given opportunity to play host. However, unlike the Greek games, which were held even at times of war, the modern Olympics Games were not held in 1916 or 1940 due to the two World Wars.

Pierre de Coubertin established many of the Olympic traditions that still continue to this day. These include:

- **The Olympic rings** – the five rings on a white background are recognized worldwide as the logo for the modern Olympic Games. The five rings represent the continents, whilst the colours (six of them) were chosen to ensure that every country would have at least one of the colours from their national flag included in the Olympic logo.
- **The Olympic oath** – the oath is a solemn promise made by one athlete (representing each of the participating competitors) and by one judge (representing the event officials) during the opening ceremony to respect and abide by the rules of the games, and to honour fair competition.
- **The Olympic motto** – the motto *Citius, Altius, Fortius* is Latin for ‘faster, higher, stronger’. The motto was first introduced in 1924 at the Paris Olympic Games.

The torch relay that opens each of the modern games is a modern invention and did not take place, as many believe, during the ancient games. However, the way that the flame is first lit (using a mirror to focus the heat of the sun) was a method used by the Ancient Greeks to light the flames that burned throughout the duration of their own Olympic festival. The modern torch relay first took place at the Berlin games in 1936.

Pierre de Coubertin remained President of the IOC until 1925. He continued to support and promote the spirit of the games until his death in 1937. In accordance with his last wishes, his heart was buried in the marble stele at Olympia in Greece, which commemorates the revival of the Olympic Games.

3. The Paralympic Games

The Paralympic Games originated in Stoke Mandeville, England, in 1948, as a small organized sports event that coincided with the London Olympic Games of the same year. The competition was the brain child of Sir Ludwig Guttman, a neurologist who worked extensively with World War II veterans with spinal injuries, and who believed sport was a vital part of their rehabilitation. The first competition consisted of one event – an archery contest, between two teams of disabled wheelchair athletes. A cup was presented to the winners and the event was recorded as the first official sports competition between disabled athletes.

Over the next few years, Guttman’s idea spread to other spinal injury units across Britain and the competition grew in popularity, including overseas. In 1952 a team from Holland took part, and in 1953 a team from Canada also joined the competition. By 1954 there were several international teams

competing, including competitors from Australia, Finland and Israel.

In 1960, the Olympics were held in Rome and, for the first time, the Stoke Mandeville games joined the official line-up, taking place one week later. On September 18, 1960, four hundred athletes, representing 21 nations, travelled to Rome to take part in the event, which was comprised of nine different sports. The success of these games marked the birth of the official Paralympic Games (so called because they run 'parallel' to the main games).

The original Stoke Mandeville games had been aimed solely at athletes with spinal injuries, but as the Paralympics developed, further athlete classes were allowed to compete, such as athletes with visual impairment, cerebral palsy, amputees and those with learning difficulties. The number of events has also expanded – from the nine originally offered at the 1960 games, to the twenty-three sports that athletes can now take part in at the 2016 Paralympic Games in Brazil.

4. The Olympic Games 2016

Brazil is the host country of the 2016 Olympic and Paralympic Games, which will be taking place from 5-21 August in the city of Rio de Janeiro. Over the seventeen days, over 10,000 athletes from 206 countries will be competing in 42 Olympic events, which include golf and rugby for the first time. The Paralympics features 23 sports, including the triathlon and canoe events for the first time, and will be contested by over 4,000 athletes from 179 countries.

The official mascots are Vinicius (representing the Olympic Games) and Tom (for the Paralympics). Both names originate from well-known musicians, who played a significant role in the development of one of Brazil's best known music genres, the Bossa nova. Both mascot characters were 'born' out of the burst of excitement that Brazil experienced when it heard that it was hosting the Olympic and Paralympic Games. Vinicius represents the wildlife of Brazil, described as having 'the agility of cats, sway of monkeys and grace of birds'. The Paralympic mascot, Tom, represents the varied plants of the Brazilian rainforest. Both characters have their own section of the official website where children can learn more about their special abilities and their exciting adventures - www.rio2016.com/mascots/#!home

The sports park for the 2016 Olympics is being built on the waterfront peninsula in the Barra da Tijuca neighbourhood of the city. At an estimated cost of over £5.1 billion, the 300 acre site will play host to nearly 10,000 visitors, providing sports venues, a media centre, and accommodation for the athletes. As with previous Olympic Parks, there is an emphasis on the legacy of what such widespread and costly development will bring to the area once the games have finished. One approach that the architects are taking is to create temporary venues that can be dismantled for reuse afterwards. However, the bigger plans for the area have courted controversy, as the site – which was formerly public land – will be handed over to private construction companies after the games to develop high-class hotels and apartments. As part of the park's development, 4,000 residents of a nearby favela community (Vila Autodromo) have faced eviction to make way for the park infrastructure. Again, this has led to some public discontent over the park and where money is being spent to help redevelop and revitalize the city.

While concerns over spending may have overshadowed the run-up to the Games, it is still a highly anticipated international event and will, undoubtedly, bring a fresh wave of tourism to the country. With the success and acclaim of the London 2012 opening and closing ceremonies, we can be sure that the 2016 Games will offer an exciting visual spectacle and will allow us, once again, to marvel at and celebrate the achievements of our greatest athletes from around the world.

5. Organising a school Olympics

Holding your own school Olympics is entirely optional, but will help to add to the interest and excitement of this theme. Also, some of the tasks in these units assume that you will be holding a sports competition of some kind as part of your Olympic celebrations. The scale of your Olympics will depend on the time, resources and equipment that you have available. What follows is some advice on how you might want to organise your own version of the Olympic Games!

Your Olympic Games can be held in place of your usual sports day, and is intended to be a whole day event. This is in addition to the tasks and activities in this unit. During this unit, children will be given the chance to learn more about the Rio Olympics and its themes, and prepare resources and presentations for a special Olympic opening ceremony.

The exit point of this unit is the opening ceremony. If you are teaching these units across all year groups, then this can be an exciting whole-school event where year groups come together to share their learning. You may wish to hold this on the morning of your sports day/Olympics – and then have the sporting events afterwards, or the opening ceremony could be held on a different day.

Even though the Olympic Games event is one day, you will want to set aside time beforehand to allow children to practise the sports and improve their performance. Guidance for this is provided in the Physical Education tasks in the Olympics units for each milepost.

If you are holding a whole-school tournament across all year groups, then split each class into the same number of teams. An even number of teams would work best, with five or six children in each team.

Choose a country to represent each team. If possible, avoid the children's host country and any countries they may be already familiar with. This provides opportunity for the children to find out more about their country through research and learning (see Geography Task 1).

An example of team organisation across the school:

Year Group 1

Class A	Class B	Class C
Spain	Spain	Spain
Japan	Japan	Japan
Australia	Australia	Australia
Jamaica	Jamaica	Jamaica

Year Group 2

Class A	Class B	Class C
Spain	Spain	Spain
Japan	Japan	Japan
Australia	Australia	Australia
Jamaica	Jamaica	Jamaica

Due to class size it may be difficult to ensure that teams are even, but this is catered for later – as teams can select members to compete in some events, so there should be ample opportunity for everyone to take part in the sports day. If you have small classes (10 children or less), then you may want to organise teams differently within year groups, so each year group across the different classes provides a certain number of competing countries. For example:

Year Group 1

Class A	Class B	Class C
Spain	Australia	China
Japan	Jamaica	Italy

Year Group 2

Class A	Class B	Class C
Spain	Australia	China
Japan	Jamaica	Italy

The sporting events you choose to include in your sports day will, again, be dependent on the equipment and resources you have available. If possible, try and have a mix of track events and field events – and if time permits, you could also include one or two team games.

Some examples might include:

- High jump
- Standing long jump
- Running long jump
- Triple jump
- Javelin (or equivalent – such as throwing a bean bag)
- 100 metres
- 200 metres
- 400 metres relay
- 100 meters hurdles
- Boccia/bowls
- Goalball
- Football
- Hockey

To ease organisation, children could compete against the other members of their class. Points can be awarded based on finishing place. These points can then added together from all the separate classes and year groups to arrive at a grand total for their country. Points could be awarded on the following basis:

- First place – 4 points
- Second place – 3 points
- Third place – 2 points
- Fourth place – 1 point

As mentioned previously, children should be given opportunity to practise the events prior to the tournament. This will allow them to gain the skills and confidence to compete, to understand the areas where they can improve, and also identify the team members who are strongest in each area.

It may be impractical to have every child compete in every sport/event, so teams could nominate members for particular events, ensuring that all members are competing in at least one event. Obviously the more team orientated games (such as football and hockey) will allow team members to play together.

Similarly, some events may need to be tailored for younger children or replaced with alternatives. For example, younger MP1 children could replace the high jump and triple jump with an egg and spoon or a skittles tournament. You may also want to reduce the distances for running events.

For team games, it may be impractical to have every team in a class play every other team (unless you limit the games to five or ten minutes), so you could simply pick teams out of a hat to decide who will play who – the number of goals scored being used as the team's overall points. These games and the field events could be held prior to your sports day – leaving the race events to occur after your opening ceremony (exit point), when parents and other members of the community can be invited to attend. This also means there is less pressure on the day to juggle lots of different locations and events.

6. Additional Language Learning

In this year's Olympics units you will find our first ever links to additional language learning, which we hope will not only inform and resource your language teaching, but also contribute further to the integrated thematic process of learning with the IPC.

For each of the Olympics-themed units, you will find linking online PowerPoint resources which will allow you to explore elements of the theme through the medium of an additional language. These language resources link to the geography learning in each of the three units - *Lighting the torch* (Milepost 1), *Going for gold* (Milepost 2) and *Everyone's a winner?* (Milepost 3).

Unlike some of the other subject tasks which encourage independent or collaborative research by the children, our suggested language tasks are teacher-led, and modelled on the Content and Language Integrated Learning (CLIL) approach to learning. The resources are equally suitable for use by specialist and non-specialist language teachers, and include detailed notes and advice (at the bottom of each PowerPoint slide) on how to implement them in the classroom.

These resources are provided in three languages – French, Spanish and English. They are designed to cover the Key Stage 2 learning outcomes for languages in the National Curriculum for England, whilst also allowing freedom for those who follow different national curricula to approach the learning in a way best suited to their school. We know that French and Spanish are popular additional languages in some settings; however IPC schools learn and celebrate many different languages from around the world, so we have also provided the resources in English so that these can be translated into any languages that children may be learning.

* The Spanish resources are written for the learning of Castilian Spanish (the variety of European Spanish spoken in northern and central Spain).

The PowerPoint resources can be downloaded from the [Resources section](#), or by following these links:

[Milepost 2 English PowerPoint resources](#)

[Milepost 2 Spanish PowerPoint resources](#)

[Milepost 2 French PowerPoint resources](#)

Our resources are designed to be used in different contexts, and we hope that you will use, adapt, upload and share them with other IPC schools, so that together we can create a richer language-learning environment for all our children. Please send us your feedback – were these resources useful? Would you like to see more language learning in the IPC units of work? Connect with us on our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet @The_IPC or email members@greatlearning.com.

7. Oddizzi free 30 day subscription offer

Oddizzi (www.oddizzi.com) is a subscription based online service which provides high quality primary geography resources for schools. It aims to inspire children with a deep and life-long love of geography and help specialist and non-specialist teachers deliver high quality lessons. A number of IPC schools already subscribe to Oddizzi, and we wanted to offer an opportunity through these units for all member schools to explore the resources further.

The site has excellent sections on Brazil and Rio de Janeiro, featuring photographs, videos and fact files, which are ideal for supporting the tasks in these units. As a special exclusive offer to IPC member schools, Oddizzi is offering a free 30 day trial of the website.

Within your trial you will have access to 1,500 pages of information and images written in an age-appropriate, engaging style, 400 short films, interactive geography quizzes and user generated content.

Please note that within your trial, ClassPals, Oddizzi's class-linking service, will be blocked for security reasons.

To claim your 30 day trial of Oddizzi please email IPCTrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

8. 'Lighting Up The Flame' – Voices Around the World project

Each year the Voices Around The World (VATW) project invites schools and choirs to be involved in the making of an international music recording. For their previous project, more than 5,000 children from schools in 48 different countries, took part in the biggest children's online song recording ever undertaken. You can view videos and listen to recordings of the song '*Listen to us*' on the official website (www.voicesaround.com). The 2016 project is set to be even bigger – and with the help of this unit's music activities, your class can get involved and become part of this great global event.

VATW is a not for profit organisation dedicated to linking the voices of young people around the world through music. Their current project is called 'Lighting Up The Flame', which links to the Olympic Games and its positive messages of team-work, dedication and positive change.

Using the downloadable resources available from the VATW website (music tracks, lyrics, song sheets etc.) your class will be able to learn the words of the song and record their voices. There are several downloadable versions of the song, including tracks with choir backing and tracks with just the music.

Your final recordings are then sent to the VATW team who will mix your children's vocals with the thousands of other young people taking part in the project. As this is a major global project, you may wish to involve your main school choir or other classes in the school (each of the Olympic Units for Mileposts 1, 2 and 3 have music tasks focused around the '*Lighting Up The Flame*' project). This will give you the chance to draw on other music expertise to support the work you do.

Rehearsals

It is very important that you and the children stick to the recordings of the song with the choir backing. Make sure that your children have plenty of opportunity to sing along with these parts so that they are as closely in sync with the voices on the recording as possible. While the final '*Lighting Up The Flame*' track will feature all the choirs and schools that have taken part in the project, getting the voices in sync is important to ensure that all the individual recordings can be mixed together.

One very useful training strategy is to provide your children with electronic copies of their choir parts so that they can practise at home or at break-times etc. This will also help to speed up your rehearsals.

Once the song is learned, you will need to schedule regular rehearsals to allow the children to practise and perfect their sections. The time needed for this will vary depending on the age of your children and the difficulty of the sections they are learning. As a general rule, allow for possibly 2-3 months of rehearsal prior to your final recording.

Setting up a recording studio

1. Choose the room in which you record very carefully. Smaller rooms often give the best results. You need somewhere away from any disturbance. Children can help you make signs to warn other school members when 'recording is in progress'.
2. Ensure you have reasonable quality recording equipment. A basic microphone and recorder should do the job. Nowadays, these pieces of equipment are easily available at reasonable prices if you do not already have them. You may find somebody in your school community who can help out.
3. You need to have set of earphones and at least one junction box. The junction box allows you to feed from the sound source (which is playing the choir backing track) to your children's headphones. In many schools, these pieces of equipment are often in use in Early Years or Milepost 1, where children share listening to a story recording.
4. The distance of your singers from the microphone is important and it is worth experimenting. It is best to begin with children arranged in a semicircle around the microphone so that they are all a similar distance away. About a metre from the microphone is often about right. It will be good if you are able to monitor the sound levels and quality using earphones yourself, and adjust choir positions/proximity to the microphone accordingly. In particular watch out for any singer with a much louder voice than others and adjust their standing position if necessary. You may find this problem is exacerbated because children may sing differently with headphones on. It is always worth emphasising to children that with studio performance and when using a microphone, it is not necessary to sing loudly in the way that you would in a concert performance. The sweetness and musicality of the voices is the main aim.

Recording your class

Guidance on recording the children's vocals is provided in Music Task 3. It will take a lot of practice for children to match their voices to the choir on the backing track of the song, particularly as they will be wearing headphones for the recording

Headphones are important, because they will allow the children to listen to the choir on the backing track, so they can keep in time and pitch. When they sing, your recording equipment will only pick up your children's voices, rather than the backing track they are listening to. Children often find this a fun and exciting experience – it can help them to imagine what it must feel like for pop stars when they are in a 'recording studio', wearing headphones! However, it will take practice and discipline. When wearing headphones, children cannot hear their own voice in the same way as usual and this can lead to tuning issues. Many children may prefer to sing with just one earpiece so that they can hear their own voice better and the voices of others. Be patient with the children as it may take many attempts to capture a perfect recording.

The more chances that your children have to practice individually with their own version of the song parts, the greater the likelihood of success and high quality performance. Similarly combining forces with a music specialist to help draw out the finer points of phrasing and musical dynamics will also increase the chances of success.

The groups that you record will require some forethought. The song itself offers a lot of flexibility, which has been written to suit all age ranges. There are three main choir parts to the song. The number of parts your children will be able to sing will depend on several factors – their basic experience, their musical

capability and the amount of rehearsal time you are able to dedicate to this work. On average school choirs and classes of children spent around 2-3 months rehearsing the songs for previous years' projects, prior to recording and performance. It is good to gauge the time element carefully so that children record/perform at their 'peak'.

In some cases, it may be that singing the Main Tune Parts (Parts 1 and 2) will be the limit of capability. For very young children it may be just the chorus that they sing. It may be that there are a few gifted and talented singers that can be taught the harmony parts separately.

The recordings you make should be designed to capture the best vocal sounds. In previous years schools often submitted a number of groups, sometimes singing the same parts, different harmony groups, soloists. It is much better for VATW if you submit separate recordings of each harmony/group. Whole class recordings are seldom helpful as this limits the mixing process and sound balance in the VATW production work.

Saving files and using Dropbox

Label your files so that the VATW team can easily identify their source. Use the naming convention ***SchoolName_Town_Country_*** followed by any description or number relevant to your method of recording. For example, ***_group1, _group2, _soloist1, _soloist2*** etc. Place your files (you can have as many files as you want) in a folder so that they are all together.

Please avoid sending files by email. Often sound files are very large and can lead to a serious 'logjam' of email. The best method is to use Dropbox. This is a free internet programme. Simply visit the website **www.dropbox.com** and download the software. Then you are ready to go!

Dropbox cleverly creates a folder on your computer as well as on the web. Whatever you copy to the Dropbox folder on your computer, *provided you are connected to the internet*, automatically gets copied onto your web Dropbox Folder. Once the files are in your web Dropbox folder, the final step is to share them with the VATW team.

To share your folder, visit your web Dropbox folder. On the left of the screen you will see a rainbow icon and the word 'sharing'. A window will open asking you to invite collaborators to share your folder. In the first box type the email address **voices@voicesaround.com** and any message you would like to accompany your invitation in the second box (such as your school's information). Click on the <share folder> button and the process is complete. Your children are on their way to joining the thousands of other voices from around the world who have been recorded for the '*Lighting Up The Flame*' project!

Please note: the deadline for submitting audio and video recordings is **31 May 2016**.

Geography Learning Goals

Children will:

2.03 Know how the nature of particular localities affect the lives of people



2.05 Be able to use geographical terms



2.07 Be able to make simple maps and plans of familiar locations



2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities



2.09 Be able to use secondary sources to obtain geographical information



2.10 Be able to express views on the features of an environment and the way it is being harmed or improved



2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features

2.12 Understand how places fit into a wider geographical context

2.13 Understand that the quality of the environment can be sustained and improved


Geography Task 1

Learning Goals

2.03 Know how the nature of particular localities affect the lives of people

 **2.05 Be able to use geographical terms**

 **2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities**

 **2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features**

2.12 Understand how places fit into a wider geographical context



Research activity

Begin by asking the children if they know where the 2016 Olympic Games are being held. What do they know about Rio de Janeiro? If children have already explored this in the knowledge harvest, then revisit their ideas.

Using maps, atlases and globes, locate Brazil and Rio de Janeiro. If the children are already familiar with lines of longitude and latitude, the Equator and the Tropics of Cancer and Capricorn, they can use their existing knowledge to discuss Brazil in relation to the position of their host and home countries, and make informed guesses as to what type of climate Brazil might have. (See the Milepost 2 unit *Gateways to the World* for further guidance on how to teach children about the lines of longitude and latitude, etc.)

Provide images of Rio de Janeiro for the children to study in groups. Images can be found and printed from the internet, copyright permitting. You could also visit the following website:

theguardian.com/travel/gallery/2014/jul/13/top-10-views-in-rio-de-janeiro-in-pictures

The Guardian website provides a gallery of ten stunning views from Rio de Janeiro.

Images might include:

- Statue of Christ the Redeemer
- Sugarloaf mountain
- The Dois Irmãos (Two Brothers) mountains
- Rochina Favela
- Copacabana Beach

- Barra da Tijuca beach

Ask the children to identify the physical and human features in the images, and write out any questions they might have which have been raised by the picture. If you wish, groups could rotate, so each group gets to visit each image and respond to it, as well as read the comments made by other groups. Afterwards, ask the groups to feedback what they have learned about Rio from the images. How do they think it compares to their host country, where their school is located? What is similar and different? Also list any questions that were raised by the photographs.

Ask the children to imagine that they have been asked by the local tourist board of Rio de Janeiro to create a campaign to promote tourism to the city during the Olympics. To complete this challenge, the children will need to find out more about the city.

Begin by asking the children to consider the things a visitor would be interested in finding out. These could be posed in the form of additional questions. For example:

- What can I learn about the local history?
- What is the weather like?
- How can I travel around the city?
- What tourist attractions can I visit?

Look together at some examples of travel guides and brochures. Talk about the types of information that they contain. How is this information presented? Work together to develop a list of success criteria for a tourism campaign. What does it need to achieve?

Using the travel guides, brochures and the internet for reference, children should research facts about Rio. The following websites will provide a helpful starting point:

rio2016.com/en/rio-de-janeiro/city-attractions

The official Rio 2016 website has a section on Rio de Janeiro, with information and photographs on the main city attractions, a transport map and timeline.

oddizzi.com

The Oddizzi website has excellent images of Rio de Janeiro as well as videos that explore the human and physical features of the city, including the Favelas and Sugarloaf Mountain. (From the 'Explore the world' section, use the left-hand menu to navigate to /South America and /Brazil. Then select /Brazil Country Close Up from the image bar on the right to access further options.) IPC member schools can enjoy a free 30-day trial of the site. To claim your free trial please email IPCTrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.



Recording activity

Children can share their learning in a number of ways:

- Use presentation software (such as PhotoStory) to create a tourist information video
- Create an interactive slide presentation using PowerPoint, with clickable 'hotspots' that link to pages of information
- A brochure or poster with facts and images
- An illustrated guide map with places of interest highlighted

Remind the children of the questions that were posed during the research session. Where appropriate, their work should aim to answer those questions and present the information in a clear and understandable way. Refer back to the success criteria from the research activity and prompt the children to evaluate their learning in relation to these.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Thoughtfulness

Geography Task 2


Learning Goals

2.03 Know how the nature of particular localities affect the lives of people

 2.05 Be able to use geographical terms

 2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities

 2.09 Be able to use secondary sources to obtain geographical information

 2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features



Research activity

Look together at an image/plan of the Rio de Janeiro Olympic park. An internet images search will provide examples, or you could use the following link:

theguardian.com/sport/gallery/2013/aug/01/rio-2016-olympic-venues-in-pictures

The Guardian news site features a stunning gallery of computer rendered images, showing the features of the Rio Olympic park.

In groups, ask the children to study the images. Prompt them to think about:

- The human features of the site (buildings, roads, bridges, pathways, parkland, etc.)
- The physical features of the site (water, beach, bay, etc.)
- The choice of location (on attractive stretch of coastline, at the foot of Sugarloaf Mountain, etc.)
- The shape and design of the park (triangular, oval buildings, wavy central path – evoking the theme of water/ocean)

Invite the children to share their responses. Note how the architects have incorporated free-flowing shapes in the design, not only in the buildings (circular, oval) but also in the main promenade/walkway that leads visitors through the park. The design choices echo the curves and waves of the sea, which link to its coastal location.



Recording activity

Ask the children to consider all the things they think an Olympic park needs to provide. As well as the sports venues, prompt them to think about the visitors and also the other services that will be needed to ensure the Olympics can be enjoyed all around the world.

Children can work individually at first, writing down their thoughts as a list. They can then join up with a partner and share their ideas. Together they can compile a second list of their combined thoughts, adding new ones as they discuss the topic together.

Finally, the pairs can form a larger group, which can pool together everyone's ideas, then create a final priority list, grouping features into categories. For example:

- Essential
- Important
- Less important

These groupings can then be shared and discussed with the rest of the class. Have groups present their categories to the rest of the class and work together to compile a single mindmap. Debate any differences in opinion and have groups justify their choices before taking a vote as to what category a service/facility should be placed in.

Using your mindmap, explore the following:

- Which are the most essential services/features of an Olympic park?
- What might happen if one or more of these were not available?
- Do these services/features rely on other services in order to function?
- Which services/features were deemed least important? What argument might we make for including them in an Olympic park design?

Also consider if some services and facilities are interrelated (i.e. they require each other to function). If you wish, you could draw lines on your whole-class mindmap to link relevant services and facilities together. Should any services change their priority as a result?

If you wish, you could end the session by viewing the following video, to explore the Olympic park in more detail:

tinyurl.com/q8ekll3

The official Rio 2016 website features a promotional video of the Olympic park, combining computer graphics with real-world images of the site. The video highlights the different buildings and facilities that the park provides.



Personal Goals

- Communication
- Enquiry
- Thoughtfulness

Geography Task 3

Learning Goals

2.03 Know how the nature of particular localities affect the lives of people



2.05 Be able to use geographical terms



2.07 Be able to make simple maps and plans of familiar locations



2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities

2.13 Understand that the quality of the environment can be sustained and improved



Research activity

Display the whole-class mindmap from the previous session and recap the features and services of an Olympic park. Explain to the children that they are going to become park planners. They are putting in a bid for the next Olympics and it is up to them to come up with a design plan for a park to wow the Olympic committee. If you wish, you could also view the following to set the scene for this task:

[youtube.com/watch?v=EmVhSSYkdp8](https://www.youtube.com/watch?v=EmVhSSYkdp8)

YouTube hosts footage from a press conference, when Britain first unveiled its bid to host the 2012 Olympic Games.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')*

Begin by making a list of success criteria for an Olympic park. The mindmap and group lists from the previous task should provide a good starting point for this.

Next, explain that, in order to make a successful bid, the children will need to create a map of their park – to show off its design and features.

Look together at some examples of maps that provide an aerial view. Examples of the Rio Olympic park can be viewed here:

e-architect.co.uk/brazil/rio-2016-olympic-park-masterplan

E-architect features aerial maps of the proposed Olympic park in Rio de Janeiro.

Talk about the way that buildings and features are represented on an aerial view map (as if looking directly down on the location).

In groups, provide the children with large sheets of coloured sugar paper and scissors. Children should plan out an aerial view map of their park, thinking about the buildings, facilities and services that they will need to provide. Rather than draw out their ideas, the children can cut out the shapes for their plan and arrange them on a work surface. This allows the children to play around with positioning quickly and easily, and keep their ideas fluid.

If necessary, prompt them to think about the shape of their park and how they might make their park more attractive to visitors – perhaps parkland/ seating areas, trees, sculptures and works of art, and so on. Refer back to the plan of the Rio park and how it used flowing shapes to capture the idea of the ocean. Encourage the children to be equally imaginative with their own designs, but also remind them that their park also has to be practical too!



Recording activity

Groups can share their park plans with the rest of the class. Refer back to the agreed criteria for a successful park and evaluate each design. Offer opportunity for groups to take feedback on board and amend their designs accordingly.

With the plans complete, the children can work individually to create their own labelled map of their park. They will need to consider how they will present the information, using symbols, colours and a key. As well as the map of the Rio park (see above), you could also look at examples of previous Olympic park maps, such as the map for the London 2012 Olympics, for further ideas on presentation and use of symbols:

mappinglondon.co.uk/wp-content/uploads/2012/01/olympicparkmap.png

Mapping London features a map image of the London 2012 Olympic park.

Children can display their maps at the end of the session. If you wish, you could invite some judges to visit the class (acting as the Olympic committee) to judge the park designs and choose a winner, evaluating the children's designs against other examples of Olympic park maps.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Geography Extension Task

Learning Goals

2.03 Know how the nature of particular localities affect the lives of people



2.05 Be able to use geographical terms



2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities



2.10 Be able to express views on the features of an environment and the way it is being harmed or improved

2.13 Understand that the quality of the environment can be sustained and improved



Extension activity

Ask the children to imagine that an Olympic park is going to be built near to the school. If you wish, you could use Google Earth (earth.google.com) to choose an actual real location (such as an area of parkland/woods) to be the site of the park. View the location and consider the neighbouring areas that might be effected by the development.

If possible, children would benefit from visiting the area for themselves, to observe and make notes of the planned location. If you can organise a fieldtrip, then children can use this opportunity to record the features in and around the location using photography and sketchbooks. These can then be displayed back in the classroom, perhaps arranged around an enlarged map of the proposed site.

Divide the class into two groups, those who are in support of the Olympic park and those who are against it.

In their groups, allow time for the children to explore the issues that might surround a park being built and opened in their local area. What will it mean for the local residents? What services will benefit? What will be the drawbacks? How might the park be used once the games have finished?

Chair a debate between the two groups, with children sharing their opinions for or against the park. At the end of the session, you could take a class vote on whether the park should go ahead. Was anyone swayed to change their opinion? If so, explore the arguments that were the most persuasive for or against the development.



Personal Goals

- Adaptability
- Communication
- Cooperation
- Morality
- Respect
- Thoughtfulness

History Learning Goals

Children will:

- 2.01 Know about the main events, dates and characteristics of the past societies they have studied
- 2.02 Know about the lives of people in those periods
- 2.03 Know about the main similarities and differences between the past societies they have studied



2.04 Be able to give some reasons for particular events and changes



2.05 Be able to gather information from simple sources

- 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes
- 2.07 Understand that the past can be considered in terms of different time periods
- 2.08 Understand that the past has been recorded in a variety of different ways

History Task 1

Learning Goals

2.01 Know about the main events, dates and characteristics of the past societies they have studied

2.02 Know about the lives of people in those periods



2.05 Be able to gather information from simple sources

2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes

2.07 Understand that the past can be considered in terms of different time periods



Research activity

Revisit the children's knowledge harvest and discuss any ideas that they had about the origins and history of the Olympics. If necessary, explain that the Olympics originated in Ancient Greece.

Look together at some images of Greek pottery, which feature images of the ancient Olympic Games. You can find good examples on the BBC Primary History website (see weblink below). Explore each image and what it tells us about the types of sports and games that the Ancient Greeks enjoyed. At this stage, do not challenge any misconceptions; instead record any questions that the images raise. Once the children have researched the theme further, they will be able to revisit some of these images and answer their questions.

In groups, challenge the children to find out more about the ancient Olympics. Provide access to books, tailored resources and websites for groups to conduct their research. You may wish to provide the following list of questions to help structure their exploration of the theme:

- Why did the Greeks have an Olympic Games?
- Where were they held?
- How long did the Olympic Games last for?
- How often did it take place?
- Who could compete in the events?
- Who could watch the events?
- What types of sports did the Greeks play?
- What happened at times of war?
- What did the winners receive to celebrate their victories?

The following websites will provide a good starting point for research:

bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games

The BBC Primary History website has an excellent section on the Olympic Games with artefact images, an interactive presentation and fun facts.

perseus.tufts.edu/Olympics/index.html

The Perseus Digital Library Project offers a comprehensive overview of the ancient Olympics, exploring the site, the different types of sports and stories about some of the most famous athletes.



Recording activity

In their groups, ask the children to imagine that they are creating a modern-style sports show, which is reporting live on the Greek Olympics. If you wish, you could share a short extract from the following video to explain the idea:

[youtube.com/watch?v=z9lFwCDUj38](https://www.youtube.com/watch?v=z9lFwCDUj38)

*YouTube hosts this clip from the popular children's television show, **Horrible Histories**, in which modern-day sports presenters report on the Greek Olympics.*

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')*

Children should work together in their groups to plan their show, using their learning and the earlier question prompts as a starting point for ideas. Their sports show could include:

- A studio narrator who gives background information
- Live commentators describing a sports events that are taking place
- An interview with a famous athlete, such as Milo of Kroton
- A fun facts segment, with advice for visitors who are going to the Olympics

If time allows, children could also make simple props and costumes to add further interest to their shows.

Groups can present their shows at the end of the session. It may be possible to film these using a digital camera, so that they can be edited to make a proper news programme. These could then be shown as part of the opening ceremony (see exit point).

Afterwards, ask the children to comment on each other's shows. What new things did they learn? Compare the ancient Olympics with the modern day Olympics. What is the same/different? Would they have liked to be a spectator or athlete at the Ancient Olympic Games?

You could also revisit the pottery from the start of the session. The children's learning may help them to interpret the artwork in a new light, and answer any questions that were raised.

Art link: children could choose a modern Olympic sport and create a painting of it in the Greek style. Alternatively, they could make their own Greek amphora (jug) out of air-drying clay and then decorate these afterwards using acrylic or poster paints.



Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

History Task 2

Learning Goals

2.01 Know about the main events, dates and characteristics of the past societies they have studied



2.04 Be able to give some reasons for particular events and changes



2.05 Be able to gather information from simple sources

2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes

2.07 Understand that the past can be considered in terms of different time periods

2.08 Understand that the past has been recorded in a variety of different ways



Research activity

Explain to the children that the ancient Olympics came to an end. They were banned by a Roman Emperor called Theodosius I. His soldiers destroyed much of the original site at Olympia, including the temple of Zeus. It wasn't until 1896 that the Olympic Games were revived by a French man named Pierre de Coubertin. He was responsible for inventing many of the traditions of the games that are still relevant today.

In groups, ask the children to use research on the internet to help them find out about the history and meaning of:

- The Olympic rings
- The Olympic flag
- The Olympic anthem
- The Olympic torch
- The Olympic oath
- The Olympic motto

They could also find out more about the original 1896 Olympic Games, using the prompt questions from the previous task as a basis for their research. Offer assistance as necessary to help the children with their research. You may wish to provide bookmarked websites or your own tailored resources (such as PowerPoints and/or fact cards) for the children to explore.

Some useful documents and websites for your own background information or for linking to images and videos include:

olympic.org/Documents/Reports/EN/en_report_668.pdf

The Olympic.org website has an excellent PDF document with images and information on the history of the Olympic games and its traditions.

olympic.org/documents/reports/en/en_report_1303.pdf

The Olympic.org website features a PDF document explaining the origins and meaning of the Olympic symbols.

en.wikipedia.org/wiki/Olympic_symbols

Wikipedia provides background information on the origins of the Olympic symbols.

history.com/topics/olympic-games

The History Channel has a good overview of the history and traditions of the Olympics.

olympic.org/athens-1896-summer-olympics

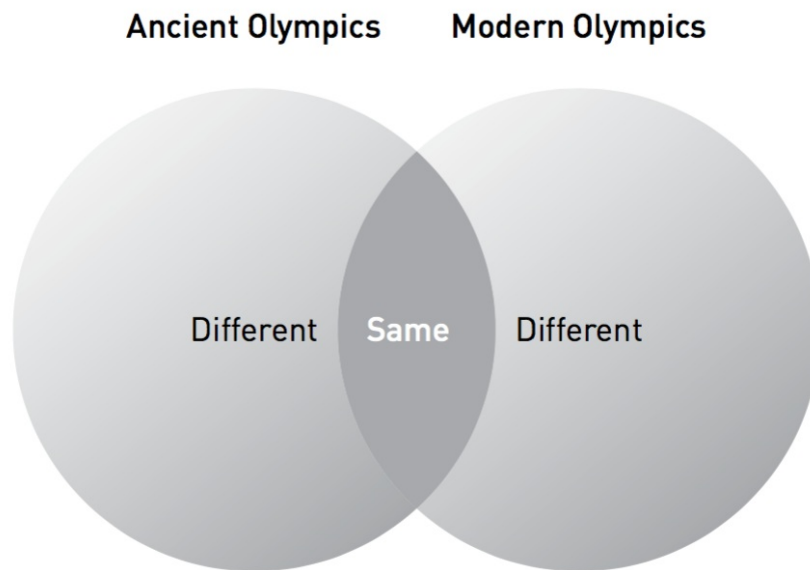
The Olympic.org website has an excellent section on the 1896 Olympics, with images and facts, and a video gallery.



Recording activity

Children can share their findings with the rest of the class. If the children have dates recorded, then you could use these to create a mini timeline.

Compare the 1896 games with the Greek games. What was the same/ different? You could use a Venn diagram to help record and compare the children's learning:



How do the modern day Rio Olympics compare to the previous games? What symbols and traditions are still common to the Olympics?

ICT/Art link: children could be challenged to design a symbol/flag to represent the ancient Greek Olympics. They will need to revisit their learning from History Task 1 and consider the history and features of the games which would best lend themselves to a striking symbol. Ideas might include: Zeus, Hercules, a laurel wreath, Mount Olympus, a lightning bolt, a hoplite, a chariot racer and so on. After designing their symbol, the children could use art software to create their image digitally, exploring different colour combinations.

Personal Goals

- Communication
- Enquiry
- Thoughtfulness

History Extension Task

Learning Goals

- 2.01 Know about the main events, dates and characteristics of the past societies they have studied
- 2.02 Know about the lives of people in those periods
- 2.03 Know about the main similarities and differences between the past societies they have studied



2.04 Be able to give some reasons for particular events and changes



2.05 Be able to gather information from simple sources

- 2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes
- 2.07 Understand that the past can be considered in terms of different time periods



Extension activity

Challenge the children to find out about the sports and games that were enjoyed by another historical civilisation, such as the Ancient Romans, Egyptians or the Maya. Provide books and access to the internet for children to perform their research.

Some useful websites for the children's research include:

ballgame.org

The Ball Game is an excellent interactive website exploring the Mesoamerican ball game and its significance to religious festivals.

mayankids.com

Mayan Kids is a useful online resource, providing information on a number of themes related to the history of the Maya.

mayas.mrdonn.org

Mr Donn's Social Studies Site serves as a good-starting point for research on Maya daily life (Note: this site does feature advertising).

bbc.co.uk/schools/primaryhistory/romans/leisure

The BBC Primary History website features a section on Roman games and pastimes, with artefact images, games and fun facts.

primaryhomeworkhelp.co.uk/romans/entertainment.html

Primary Homework Help explores the buildings, sports and pastimes related to the Ancient Romans.

historyembalmed.org/ancient-egyptians/ancient-egyptian-sports.htm

History Embalmed has a useful listing of the popular sports and games in Ancient Egypt. (Note: this site does feature advertising.)

perankhgroup.com/sports%20games.htm

The Per Ankh website has a basic overview of games in Ancient Egypt, linked to images of Egyptian tomb paintings.

Based on their learning, the children could write a short eye-witness account or comic strip story. Perhaps they are a Roman visiting the Coliseum for the first time to view a gladiatorial fight, a Maya ball player who is taking part in a special game to honour the gods, or an Egyptian on a hunting trip along the Nile?

Children can share and discuss their stories at the end of the session.



Olympics: Going For Gold

Personal Goals

- Adaptability
- Communication
- Enquiry
- Thoughtfulness

Technology Learning Goals

Children will:

2.01 Know that the way in which products in everyday use are designed and made affects their usefulness



2.02 Be able to design and make products to meet specific needs



2.03 Be able to make usable plans

2.04 Be able to make and use labelled sketches as designs



2.05 Be able to use simple tools and equipment with some accuracy



2.06 Be able to identify and implement improvements to their designs and products



2.07 Be able to identify the ways in which products in everyday use meet specific needs

Technology Task 1

Learning Goals



2.02 Be able to design and make products to meet specific needs



2.03 Be able to make usable plans

2.04 Be able to make and use labelled sketches as designs



2.06 Be able to identify and implement improvements to their designs and products



2.07 Be able to identify the ways in which products in everyday use meet specific needs



Research activity

Introduce the children to the official mascot characters for the 2016 Olympics and Paralympics. The following site provides images and information about Vinicius and Tom – two colourful characters who were born out of the explosion of joy when Rio became the hosting city:

rio2016.com/mascots

The official Rio 2016 website has a section for children, introducing the two mascot characters and explaining their story.

Ask the children to discuss why they think sporting events have mascots. Look together at some other examples of mascots from previous Summer Olympics, Winter Olympics and World Cup tournaments.

Examples can be viewed at:

olympic.org/mascots

Olympic.org has an excellent section on mascots, with images and information on those used for the Summer and Winter Olympics.

Compare and contrast the different mascots. Talk about the types of character that are most popular and the use of colour. Have some examples of the countries' flags to compare. Explain the origin of some of the names. For example, the two Rio 2016 mascot characters, Tom and Vinicius, are named after two Brazilian musicians (Vinicius de Moraes and Tom Jobin).

Tell the children that they will be designing their own mascot character for their school Olympics. When planning their mascot, prompt the children to consider:

- The type of character – will it be an animal, a person, an object?
- Their clothing – will they be in sports kit, a uniform, national dress?
- The colours – will they represent the host country and/or the school?
- The name – how might this link to the host country and/or school?
- Audience appeal – what will make their character popular/likeable?
- Practicality – will it be easy to make into a costume that someone can wear?

Provide resource materials as necessary to help the children research their host country (animals, national dress, flag, team colours, etc.).



Recording activity

Allow time for the children (in groups, pairs or individually) to work on their designs. Encourage them to make annotated sketches, addressing the prompts in the research activity. Children should try and generate two or three different ideas before choosing their overall favourite.

Each child can design a website home page for their mascot using the example from the research activity as a starting point.

If you wish, these could be created using art software. These can then be displayed at the end of the session. Children can present and talk about their characters, explaining how they arrived at their end design.

Work together to evaluate each mascot design based on the criteria from the research session.

Personal Goals

- Communication
- Enquiry
- Thoughtfulness

Technology Task 2

Learning Goals

2.01 Know that the way in which products in everyday use are designed and made affects their usefulness



2.02 Be able to design and make products to meet specific needs



2.03 Be able to make usable plans



2.05 Be able to use simple tools and equipment with some accuracy



2.06 Be able to identify and implement improvements to their designs and products



2.07 Be able to identify the ways in which products in everyday use meet specific needs



Research activity

Read and explore a picture book together that has an Olympic theme. Some great examples include:

The Dinosaur Games, by David Bedford, Macmillan Children's Books, 2012

Olympig!, by Victoria Jamieson, Dial Books, 2012

G is for Gold Medals: An Olympics Alphabet, by Brad Herzog, Sleeping Bear Press, 2011

I want to win! (Little Princess), by Tony Ross, Anderson Press, 2012

Ask the children to imagine that they are making a new version of the book to go on sale during the Olympics – and this new version needs to have moving parts to make it interesting and fun for younger readers.

Spend some time discussing what moving parts might mean. If you have some examples of pop-up and interactive books, then look at these together. Begin to explore ideas of what parts of a picture could move based on scenes from your chosen book.

Provide a wide range of materials and components for the children to explore. Prompt them to consider the functional and aesthetic qualities of the materials, as well as how they might join them. Allow time for the children to develop their own techniques for combining materials, offering prompts and assistance as necessary. Let children share their successful ideas with others, talking about how they achieved their movement.



Recording activity

Once children are familiar with the materials and have explored ways of joining them and making them move, they can start to plan their picture book page. You may need to look back at the picture book from the research session and talk about the key scenes in the story. Let children choose their favourite to work on, studying the characters and action on the page and how they might translate that into a moving image.

Alternatively, you may wish to plan out a whole book for the children to work on, assigning a page to each child where possible. This means that you will be able to compile or display the final pages at the end to create a full storybook that someone can explore and enjoy.

Children may wish to sketch out their ideas first so that they know what will be background and what will be the moving features. Have them share their idea with a partner and discuss the methods they will use to achieve their effect.

Children can go on to create their moving page, using the available tools and equipment to cut, shape and join their materials. Encourage them to work accurately and consider the final finish of their product. Allow time at the end of the session for children to self and peer-evaluate their work. Does it meet the criteria as having a moving part? Would a reader find it interesting? Are there any things they would change about their design following feedback from their peers?

Display all the pages together. Explore these as a whole class, discussing the most interesting and successful designs.

Personal Goals

- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Technology Extension Task

Learning Goals



2.02 Be able to design and make products to meet specific needs



2.05 Be able to use simple tools and equipment with some accuracy



Extension activity

It is time to choose the winning design for your Olympic mascot (see Technology Task 1). Judging could take place in a number of ways:

- Hold a judging panel – asking each child, pair or group to present their ideas
- Display the ideas as a gallery and invite older (or younger) children to vote
- Invite a member of the local community (perhaps someone with a sports background) to visit and choose their favourite design

Once you have a winning design, work with the children to develop this into a costume that a child can wear as part of your opening ceremony (see exit point). Involve the children in the choice of materials and, where possible, allow them to contribute to the making of the costume.

Alternatively, children could make their own individual masks, representing their mascot character. These can then be worn as part of your opening ceremony (see exit point).

Personal Goals

- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Music Learning Goals

Children will:

 **2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively**

2.04 Be able to sing in tune and with expression

 **2.05 Be able to perform simple pieces rhythmically using a limited range of notes**

2.07 Be able to compose simple pieces to create intended effects

 **2.08 Be able to choose sounds and instruments which are appropriate for their task**

2.09 Be able to improve their own work, having regard to the intended effect

2.10 Be able to explain their own work in terms of what they have done and why

2.13 Understand how musical elements are combined and varied to create different effects

Music Task 1

Learning Goals



2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively

2.04 Be able to sing in tune and with expression

2.09 Be able to improve their own work, having regard to the intended effect

2.10 Be able to explain their own work in terms of what they have done and why

2.13 Understand how musical elements are combined and varied to create different effects



Research activity

Begin the session by listening to the '**Lighting Up The Flame**' song and displaying the lyrics, available from the resources section of the Voices Around the World (VATW) website (voicesaround.com).

Discuss the lyrics together. The song uses the Olympic theme of the torch

and the games as a means of bringing people together in harmony, to promote hope, peace and love.

Explain that singing is also about bringing people together in harmony. The children will be learning to sing in key (matching the correct pitch of the notes) so that their voices will blend with the thousands of other children who are taking part in the '**Lighting Up The Flame**' project (see the big picture for more information).

Always try and begin your singing sessions with a vocal and body warm up. This will prevent strain to the vocal chords and help improve the quality of the voice. Start by removing stiffness and loosening up the body, before moving onto vocal exercises:

- Ask the children to stand in a space. Begin by asking them to move their heads from side-to-side, then roll them slowly around. Move the arms in circles, exercising the shoulders. Shake out the arms, holding them to either side. Take a deep breath, back straight, then let out the breath – allowing the shoulders to slump and the body to relax. Repeat with several more deep breaths, letting the body relax each time.
- Children will naturally breathe using the upper body/lungs, which is the everyday method that we use to inhale and exhale. When singing, it is necessary to take shorter but more powerful breaths. Ask the children to put a hand between their lower ribs (the middle of the upside down 'V' made by the ribs). This is their diaphragm. If they pant, then they should feel the diaphragm moving in and out. When singing, they should try and draw shorter breaths from this area. It takes a lot of practice to get right!

- Next, ask the children to imagine they are eating a very sticky toffee. They should move their mouth and jaw, working the toffee around their mouth. When their jaws are feeling tired, they can finally pretend to swallow the toffee.
- Ask the children to take a breath. When they exhale they should start humming, holding their lips together and letting the sound vibrate at the front of the mouth. Prompt them to try and match the sound of the other children they can hear. See how long they can hold the sound before taking their next breath.
- Repeat, this time asking the children to try and gradually raise the volume of their hum, getting as loud as they can. Then ask them to lower the volume, to make the sound as soft as they can.
- Next time when they hum, ask them to open their mouth slightly to create an 'a' sound. Once they have practised the sound, ask them to make an 'ee' sound by tightening the lips into a smile. Encourage them to take a small breath when they start to run out of puff, then hold the note again. Widen mouths to make an 'ah' sound, encouraging the children to keep their tongue flat against their bottom teeth. Next, make an 'oh' sound, bringing the lips closer together. Finally, make an 'oo' sound, with the lips puckered into a kiss.
- Finally, work through a sequence of the five sounds (a, ee, ah, oh, oo).

One of the hardest things for children to grasp is the difference between pitch and volume. Allow opportunity for children to practise both. Younger children in particular often struggle with understanding the difference.

As a whole class, perform a song that the children are familiar with or teach a simple tune with a changing pitch, such as a sea shanty (***What shall we do with a drunken sailor?***). Once children are familiar with the pitch of their song, experiment with changes of volume, using an appropriate hand gesture or other signal to indicate when notes/words could be emphasised or made softer.

Some useful web resources include:

bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary

The BBC Learning website provides a selection of short music clips designed to support children's understanding of pitch, rhythm, dynamics and timbre.

bbc.co.uk/learningzone/clips/an-exploration-of-pitch/8609.html

The BBC Learning Zone features a music video of 'What shall we do with a drunken sailor?' exploring high and low pitch.

youtube.com/watch?v=_qAngsMJD3I

YouTube features an animated pirate song based on the popular children's picture book 'Port Side Pirates'.

youtube.com/watch?v=1mvKhUUcLB0

*YouTube hosts this simple Kidzone sing-along pirate song: '**A Pirate Ship Sailed on the Alley-Alley-O**'.*

[youtube.com/watch?v=9lejHKpfHso](https://www.youtube.com/watch?v=9lejHKpfHso)

YouTube hosts a simple one-minute instructional video to help you find your vocal range.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')*

The VATW website also has a downloadable 'Singing Sheet', which includes extra ideas for vocal warm ups.



Recording activity

If you have a music specialist in your school, it would be good to invite them to support this work.

Divide the class into large groups of around six to eight children. Challenge them to practise the song they have learned from the research session (e.g. a sea shanty). Groups can divide up the song, giving different sections/ verses to different group members. They can then rehearse and perform their songs to the rest of the class.

Encourage feedback, evaluating how well each group divided up roles and worked together to deliver the song. This session will also provide opportunity for you to gain an awareness of the different singing abilities of children within the class.

Personal Goals

- Communication
- Cooperation
- Resilience

Music Task 2

Learning Goals



2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively

2.04 Be able to sing in tune and with expression

2.13 Understand how musical elements are combined and varied to create different effects



Research activity

In this session, you will be familiarising the children with the words and harmonies of the song '*Lighting Up The Flame*'. It is very important from the start to use the VATW music resources to help your children become familiar with the rhythms and phrasing in the song – remember one of the main goals will be to get your children singing in synch with the demonstration tracks. If you are adept on the keyboard or lucky enough to have a music specialist working with you, you may want to complement the demo tracks with playing and rehearsing phrases from the keyboard – this is a good way of addressing any mistakes that the children make in pitching the notes or singing the rhythms.

As you move forward with the work it will be essential that you get your children to learn the words. While using PowerPoint displays of the lyrics and song sheets may be helpful initially, the best singing always comes when children know the words and are not distracted by holding papers, etc. It is also important to give the children every opportunity to focus on whoever is conducting.

It will depend on your children's ability and experience as to how you approach singing rehearsal. Ideally, try and begin with some careful listening work.

In pairs, groups or as a whole class listen to the song through several times, then ask the children to discuss the following:

- Can you identify how many different sections there are in the song?
- How many different singing parts can you hear?
- What different instruments can you identify?
- What different changes in rhythm do you notice?
- Does the music get louder or softer in any parts of the song? Where is it loudest/softest?
- Why does it get louder in some places?

Start with the main tune line. By getting the children to sing the main tune together you will be able to identify those individuals or groups who are capable of tackling some of the more difficult harmony sections. You may wish to use a 'follow my leader' approach to break the song down into small chunks – again if you are a capable keyboard player, this will help with this work. Alternatively you can sing some of the lines yourself and get the children to echo these back to you. Be careful to follow the phrasing on the demo tracks.

Once you have identified the children capable of singing some of the harmony parts, you will need to give them the opportunity to practise their parts separately. Supplying them with a demo version of their part that they can practise in their own time is the key here as well as planning opportunities for them to practise separately away from the main group. Once they become confident with the tunes they have learned they can return to practising with the whole class – this process needs time. While some children learn tunes very quickly, others need practice over several weeks.



Recording activity

As mentioned above the children will need time to:

- Learn the lyrics
- Internalise the tune they are learning
- Practice with you and/or your music specialist to ensure phrasing and pitch are correct

It is very much a 'two steps forward and one step back' process with this kind of work. When you feel the children have become reasonably confident, bring the class/groups back together for a performance. You may then see the need to take 'one step back' to go over some of the phrasing and song parts again. If space and resources allow, a good system is to carry out group/part rehearsals in different places, bringing groups back together for whole class practice as needed – leading you towards the ultimate performance – this is often the way that adult choirs work dividing off into the various sections of the choir for practice with section leaders. This is also an opportunity to use small groups, where children show particular skill and confidence, to demonstrate to others or to bring in older students or members of the school choir to work with you and the children.

Personal Goals

- Communication
- Cooperation
- Resilience

Music Task 3

Learning Goals



2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively

2.04 Be able to sing in tune and with expression

2.09 Be able to improve their own work, having regard to the intended effect



Research activity

Introduce the children to the equipment you will be using for the final recording (e.g. headphones, microphones, sound equipment, etc.). Explain the process of recording and why headphones are necessary (the children will hear the music being played in their headphones so they can sing along – but the microphone will only record their voices).

Each group should be recorded in turn. The time allotted for each group may vary depending on the size of their section or the age of the children. It may take many attempts to record a good quality version, so assigning fifteen minutes per group may be a good starting point. If you have particularly strong individuals, you may wish to record soloists separately. You can also use these singers to support the recording of other less confident groups.

Allow time for the children to do their final rehearsals. If possible, provide sound-recording equipment (e.g. microphones and computers, digital audio tape recorders, mini-disc recorders, mobile phones, etc.) for the children to practise recording themselves and then listening to the play back. It is good practice at this stage to get the children used to positioning themselves around a microphone – ideally in a semi-circle, standing about a metre away. Children will often ‘shout’ when they know that they are being recorded, and this can affect pitch and the quality of the recording. Groups should experiment with different positions, adjusting as necessary – particularly if there are naturally louder individuals within the group. It is important to repeatedly emphasise that recording with a microphone is different to a stage performance, where the tendency is to raise the voice to address a large audience. The microphone ‘will do the work’ in picking up the sound of their voices – there is absolutely no need to sing loudly!

For inspiration, the children could view the video/audio recording of ‘**We Are the World**’ which shows famous song artists working in a studio to record their song:

[youtube.com/watch?v=rZ26DMkMFks](https://www.youtube.com/watch?v=rZ26DMkMFks)

*YouTube hosts the official video for the ‘**We Are the World**’ charity song, recorded to raise funds for famine relief in Africa. The song was written by Michael Jackson and Lionel Richie and features contributions from over forty famous musicians.*

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the ‘**safety**’ tab which brings up the ‘**Safety mode**’ information. Under this section, select the ‘**on**’ option, then click ‘**save**’)*



Recording activity

For the final 'studio' recordings you will need to have a separate room, ideally one that is free of any disturbance. Children can be involved in making signs and posters to warn people that 'recording is in progress' and to 'please be quiet'.

Each group should be assigned a time for their session (or have the previous group act as runners to call the next group for recording). Once in the studio, arrange the children around the microphone. Allow time for them to get used to listening to the backing music (with choir vocals) in their headphones while singing their parts. The sound should be at sufficient level to provide a guideline but not loud enough that it is audible from the earpieces or prevents the children from hearing their own voice.

Most singers prefer to use one earpiece so that they can hear themselves better (using both ear pieces means that children will tend to shout or struggle to find their pitch, because their own voices are muffled). Run through a couple of practice recordings and listen to the play back.

Adjust the children's standing positions as necessary. Be encouraging and patient, as many children will need to get used to the headphones. Persevere until you have a performance that is in sync with the backing choir (or as close as you can get it!). You may wish to use this as an opportunity to explore the IPC personal goal of 'resilience'. Define its meaning and help the children to explore the reasons why someone such as a performer/music artist would want to have that quality. Children could help mentor each other, giving advice and encouragement where needed.

When saving the files to computer, be careful to label the parts clearly so that VATW will be able to identify the school and the group singing (see the big picture for more information on how to deliver your final recordings.)

ICT link: you may want to video and/or photograph the children working in your recording sessions. This can also be provided to VATW along with your recordings. The VATW team are always keen to obtain good quality video showing the process of making the recordings – some of which may be added to the final audio/video mix of the song! **Note:** always be sure to have permission from the children's parents or guardians beforehand if you intend to film children for this project.

Personal Goals

- Communication
- Cooperation
- Resilience

Music Extension Task

Learning Goals

 **2.03 Be able to recognise and explore the ways that sounds can be organised and used expressively**

2.04 Be able to sing in tune and with expression

 **2.05 Be able to perform simple pieces rhythmically using a limited range of notes**

2.07 Be able to compose simple pieces to create intended effects

 **2.08 Be able to choose sounds and instruments which are appropriate for their task**

2.09 Be able to improve their own work, having regard to the intended effect

2.10 Be able to explain their own work in terms of what they have done and why

2.13 Understand how musical elements are combined and varied to create different effects



Extension activity

In this session, the children will be exploring the pitch and dynamics of different instruments before going on to create their own compositions.

Choose a section or verse from the '**Lighting Up The Flame**' song. Clap out the beat as you sing along. Work together to record the sequence of beats using simple rhythm notation. If necessary, recap the duration of different notes – crotchet, semibreve, minim, quaver and semiquaver – by clapping out the beats.

The following website has useful examples:

bbc.co.uk/schools/gcsebitesize/music/elements_of_music/rhythm_metre2.shtml

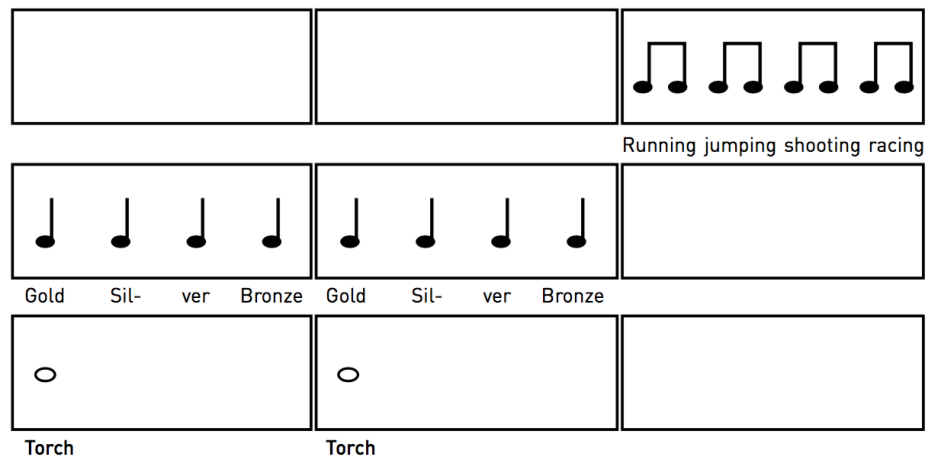
The BBC Schools website explains rhythm notation, with a helpful audio demo.

Introduce percussion instruments to accompany the rhythm. Explore the pitch and timbre of the instruments and how they can be changed to accompany the vocals. (If children have already been introduced to staff notation, you could extend this work by playing and scoring your chosen section, then comparing with the '**Lighting Up The Flame**' music sheets.

Ask the children to make a list of words that relate to the Olympics and/or describe the athletes who compete. For example, determined, strong, brave, athletic, torch, games, competition, medal, winner, celebration and so on. Children can then clap out the beats of their words, breaking the words down into their syllables.

Challenge the children to create their own multi-layered composition, layering their

own repeating chants over one another and combining with percussion instruments. Children could also use simple rhythm notation to record their compositions. For example:



If you wish, more confident children could use tuned instruments that they are already familiar with. This will provide opportunity for them to use staff notation to record their composition.

Once children have practised their timings, they can experiment with pitch and volume to add further interest to their piece.

Allow time at the end of the session for the children to perform and share their work.

Personal Goals

- Communication
- Cooperation
- Enquiry
- Resilience
- Thoughtfulness

Physical Education Learning Goals

Children will:

2.01 Know the principal rules of a number of established sporting and athletic activities



2.03 Be able to choose appropriate skills and movements to suit a task



2.04 Be able to plan actions and movements



2.05 Be able to take part in a range of individual, pair, small group and team activities



2.06 Be able to perform a range of activities with control and coordination

2.07 Be able to apply tactics in competitive situations

2.08 Be able to apply expressive movements in sequence



2.09 Be able to improve performance through analysis, observation and repetition

2.13 Understand the importance of rules

2.14 Understand the importance of fair play

Physical Education Task 1

Learning Goals

2.01 Know the principal rules of a number of established sporting and athletic activities



2.03 Be able to choose appropriate skills and movements to suit a task



2.05 Be able to take part in a range of individual, pair, small group and team activities



2.06 Be able to perform a range of activities with control and coordination

2.07 Be able to apply tactics in competitive situations

2.13 Understand the importance of rules



Research activity

Begin the session by asking the children what they know about the Paralympics. You may want to refer back to the knowledge harvest. Discuss the following:

- Who can take part in the Paralympics?
- What differences might these athletes have?
- What types of sports do these athletes compete in?
- Do Paralympic athletes need to rely on special equipment?
- Are there any differences to the way the games are played?

Explore the children's ideas before watching some examples of Paralympic sports, such as wheelchair tennis, running events, sitting volleyball, boccia, long jump and so on.

The following video features highlights of the 2012 Paralympics:

youtube.com/watch?v=7JBoI08tSMU

YouTube hosts this video showing clips from the 2012 Paralympics.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')*

You could also view the following videos:

bbc.co.uk/education/clips/zhm9jxs

The BBC Bitesize website features an interview with wheelchair basketball player, Ade Adepitan, who talks about his determination to overcome his disability and succeed.

bbc.co.uk/education/clips/z33tsbk

The BBC Bitesize website features a short clip with blind Paralympian judo gold medallist, Simon Jackson, who demonstrates that lack of sight is no obstacle to competition.

Ask the children to imagine being blind or without the use of a limb (you may have children in your class who can talk from first-hand experience). What other parts of their body would they need to rely on? What senses would become more important? Be sure to use and encourage positive vocabulary when discussing such issues.

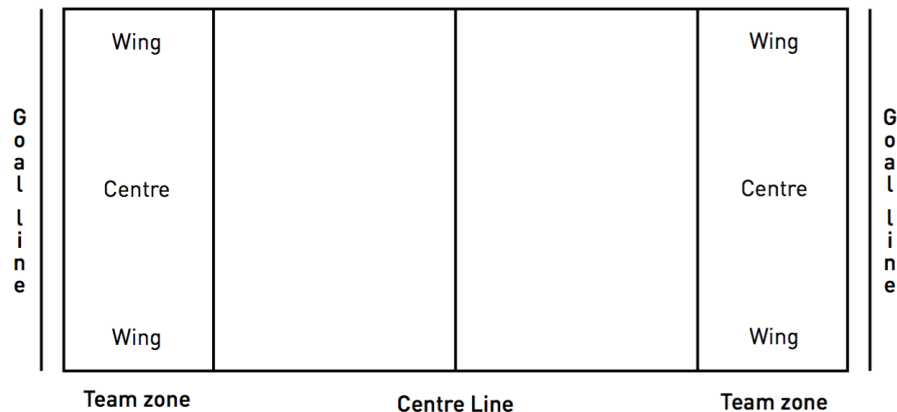
Refer back to the videos you watched and the children's own experiences. How crucial is practice and dedication in any sport – whether Olympic or Paralympic?

Tell the children that they are now going to be trying out a popular Paralympic sport, Goalball!



Recording activity

Goalball is played on a badminton-sized court (9m wide and 18m long). There are two team zones at either end of the court, which measure 3m wide and 9m long. If possible, use duct tape to mark out the team zones, to ensure that (when playing blind) the team members can use the tactile feel of the tape to help orientate themselves to their team zone.



Each team consists of three players: two wings and a centre. The aim of the game is to score a goal (gaining three points) by throwing/rolling the ball across the opponent's goal line. Defenders can use any part of their body to try and stop the ball, but part of their body must remain within the team zone. If a defender blocks the ball, they score one point for their team.

Players wear blackout goggles to ensure a level playing field (the Paralympics game is played by visually impaired or blind athletes). If you are unable to provide goggles, then you can simply use blindfolds, ensuring these are tightly secured.

The balls have small bells inside to assist players. While this equipment isn't crucial to introducing the game to children, goalball balls with bells are widely available from online stores and sets often come with blindfold eye-masks.

Goalball is a challenging game, which encourages children to focus on the senses of touch and hearing, and hand/eye coordination in order to ensure their positioning, aim with the ball, and block incoming shots.

For a full explanation of the rules you can view the following:

northamptonshiresport.org/uploads/ks2-goal-ball.pdf

The Northamptonshire Sports website has an excellent overview of Goalball. Official rules can always be simplified and adapted as necessary for your setting.

You could also watch the following demonstration videos:

[youtube.com/watch?v=TJnJdhfi5A](https://www.youtube.com/watch?v=TJnJdhfi5A)

YouTube hosts this demonstration of a Goalball game, showing the layout of the court and the positions of the players.

[youtube.com/watch?v=GU90dLxBpTQ](https://www.youtube.com/watch?v=GU90dLxBpTQ)

YouTube hosts this short overview of the Goalball sport by fifteen-year old Paralympian competitor, David Knott.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the '**safety**' tab which brings up the '**Safety mode**' information. Under this section, select the '**on**' option, then click '**save**')*

Work through a couple of demonstration games, until the children get the hang of the rules and the way the team zones work. Then children could play the game in teams, holding your own mini-tournament. If you only have one court available, then you can assign roles to the other children, rotating these between games. These roles might include:

- Time keeper
- Ball collectors
- Score keeper
- Assistant referees

At the end of the session, discuss what it was like to play a competitive game without the use of a sense (their sight). Encourage the children to discuss how they compensated for this. Did their skills improve the more they played/practised?






Language arts/Technology link: children could plan and design their own guide to playing Goalball, explaining the game to someone who has never played it before and offering tips and tactics. These could also include diagrams, or even photographs, to help explain the court layout, team positions and key rules.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Resilience
- Respect
- Thoughtfulness

Physical Education Task 2

Learning Goals

-  **2.03 Be able to choose appropriate skills and movements to suit a task**
-  **2.04 Be able to plan actions and movements**
-  **2.05 Be able to take part in a range of individual, pair, small group and team activities**
-  **2.06 Be able to perform a range of activities with control and coordination**
 - 2.08 Be able to apply expressive movements in sequence
-  **2.09 Be able to improve performance through analysis, observation and repetition**



Research activity

If possible, start the session by watching a rhythmic gymnastics performance. For example:

[youtube.com/watch?v=Oj83jWsZjNY](https://www.youtube.com/watch?v=Oj83jWsZjNY)

YouTube hosts the full highlights from the qualifying stages of the rhythmic gymnastics group from the London 2012 Olympics.

*(To watch a YouTube video in **safe mode**, scroll to the bottom of the page and click on the 'safety' tab which brings up the 'Safety mode' information. Under this section, select the 'on' option, then click 'save')*

Ask the children to describe the movement of the performers. Consider the props that are being used (such as ribbons, hoops and balls) and how these are incorporated into the performance.

What skills do the children think a rhythmic gymnast might need in order to be successful? (Flexibility, strength, control and balance, remembering a sequence, hand/eye coordination, teamwork, etc.)

Explain to the children that they will be working in their teams to create their own rhythmic gymnastics performance!

In preparation, get the children to warm up before asking them to move around the hall in various ways (skipping, hopping, running, jumping, crab- walking, flying with arms outstretched, and so on). Play some music to accompany the movements, then stop the music at irregular intervals. Ask the children to freeze when the music stops, encouraging them to practise balance to maintain their positions.

Continue, letting the children combine different movements to the music.

Next, introduce some props for the children to incorporate into their movement. Try and use equipment that the children will find easy to handle. These might include:

- Bean bags
- Scarves
- Small rubber rings
- Balls

Allow time for the children to explore their prop using their bodies. For example, children may want to try and balance a bean bag on their foot, or try throwing and catching a ball while changing position/level. Children can swap props so they have experience of trying different ones. Highlight the children who are using their props imaginatively, combining them with interesting body shapes and movements.

Talk about what a team of judges might look for when scoring a rhythmic gymnastics performance. From your discussion, develop a list of success criteria for the children to refer to throughout the recording session.



Recording activity

In their teams, the children can plan and practise their own gymnastics performance. They will need to consider how they will work as a team to create interesting movements and shapes, using the available props to add interest. For ease of planning and rehearsing, you may prefer the children to perform without music.

Once the children have practised their performances, allow each team to perform to the rest of the class. Evaluate these based on the success criteria you identified and encourage teams to self-assess their own performances based on feedback.

If you wish, children could be given additional time to perfect and/or improve their performances before inviting a team of judges (these could be members of staff or older children) to view each performance and provide a score.




These could contribute towards your whole-school Olympic Games.

Personal Goals

- Communication
- Cooperation
- Resilience
- Thoughtfulness

Physical Education Extension Task

Learning Goals

-  **2.03 Be able to choose appropriate skills and movements to suit a task**
-  **2.05 Be able to take part in a range of individual, pair, small group and team activities**
-  **2.06 Be able to perform a range of activities with control and coordination**
- 2.07 Be able to apply tactics in competitive situations
- 2.13 Understand the importance of rules
- 2.14 Understand the importance of fair play



Extension activity

Challenge the children to develop their own competitive game for the Paralympics. They will need to consider the abilities of the players and how this will be catered for by the game. For example, players are required to sit (either on the floor or in a chair) or wear a blindfold.

Prompt the children to think about the skills and tactics that their game will promote. They will also need to decide on the rules of their game and then teach it to another group.

Develop a list of success criteria for their game in order to assess it. For example:

- Is it fun to play?
- Is it competitive – are there rules for scoring and winning?
- Does it require a level of skill to win?
- Is it inclusive for all players?

Each team's games can then be played and evaluated against your agreed success criteria.



Personal Goals

- Adaptability
- Communication
- Cooperation
- Resilience
- Thoughtfulness

International Learning Goals

Children will:

2.01 Know about some of the similarities and differences between the different home countries and between them and the host country

2.02 Know about ways in which these similarities and differences affect the lives of people



2.03 Be able to identify activities and cultures which are different from but equal to their own

International Task

Learning Goals

2.01 Know about some of the similarities and differences between the different home countries and between them and the host country

2.02 Know about ways in which these similarities and differences affect the lives of people



2.03 Be able to identify activities and cultures which are different from but equal to their own



Research activity

Ask the children to imagine that their Olympic team's country (see the big picture for organising your school Olympics) is putting in a bid for the next Olympics. The children have already designed their Olympic parks (see geography tasks) but now they must promote their country to the Olympic Committee. What is unique and interesting about it?

There will be lots of similarities between their team's country and other countries around the world, but ask the children to begin by considering the features of a country that can make it unique. If necessary, children might want to think about how their host country differs from their home countries, or other countries they know about around the world.

Prompt the children to think about:

- Landscape
- Language
- Customs
- Climate
- Food
- Currency
- Pastimes/activities
- Religion/festivals

In their teams, explain that they are going to be attending a press conference and will need to create a presentation to wow the Olympic committee that their country should be chosen for the next Olympics.

Provide books, travel brochures and bookmarked websites relevant to the chosen countries, for the children to conduct their research. Refer back to the list you compiled at the start of the session to help structure the children's research.

Some useful websites include:

oddizzi.com

The Oddizzi website has 'country close up' sections on Australia, Brazil, China, Egypt, Greece, India, St Lucia, Mexico, Scotland and the UK. IPC teachers can enjoy a free 30-day trial of the site – see the big picture for more information.

timeforkids.com/around-the-world

Time for Kids has an excellent 'around the world' section, exploring the culture, people, landmarks and geography of places around the world.



Recording activity

Children should work in their groups to decide how best to communicate their learning.

Rather than providing a simple list of facts, encourage the children to think of ways to make their presentations fun and interesting. These might involve:

- A slide-show/interactive presentation
- A drama/role-play
- Audience participation segments (such as a quiz or game)
- A striking slogan or phrase that captures their chosen country/theme

Remind the groups that the aim is to make their presentation stand out, so that it might be chosen for the next Olympic Games!

Children can make their presentations at the end of the session. If you wish, you could invite a judging panel of staff members to act as the Olympic Committee to watch and choose a winner.

Evaluate the different presentations. How was the learning communicated? What did the children find interesting about the different countries? Compare and contrast their features.

Personal Goals

- Adaptability
- Communication
- Cooperation
- Enquiry
- Thoughtfulness

International Extension Task

Learning Goals



2.03 Be able to identify activities and cultures which are different from but equal to their own



Extension activity

The Olympics is a global event and celebration – and offers the perfect opportunity to collaborate with IPC schools around the world.

By visiting the IPC Members' Lounge, you can link up with other schools that are teaching this unit, allowing you to share your children's work and ideas, and provide them with an opportunity to collaborate with other children around the world.

Social and online media makes it easier than ever to share work. As well as email, you can use video-conferencing/Skype, your school's own website and online presentation tools such as Prezi (prezi.com).

Some examples of work that could be shared/commented on:

- Rio de Janeiro tourism campaigns
- Olympic park designs
- Ancient Greece sports commentaries
- Mascot characters and costume
- Moving picture books
- Rhythmic gymnastics performance
- Brazil welcome guides
- Opening ceremony/sports day

Personal Goals

- Communication
- Cooperation

The Exit Point

Celebrate the children's learning by participating in a grand opening ceremony for your school Olympics! If the whole school has been involved in Olympic-themed activities, then this is a great opportunity to bring everyone together to celebrate and to share what they have been learning. You could also invite parents and other members of the local community to your opening ceremony.

While the organisation of this event might be largely decided by the time and resources that you have available, try and include the children in the planning and the preparation as much as possible. Revisit the learning that has taken place over the course of the unit and the work that has been produced. Consider how these might be shared with the rest of the school community.

Some examples might include:

- Olympic park designers – children could present their Olympic park designs or even work collaboratively to create a model of a favourite design to exhibit
- Meet the mascot – children can display the different mascot characters that were designed and talk about the process, before revealing the winning design
- Moving pictures – display and talk about the moving picture books that children created
- Rhythmic gymnastics – choose a confident group to perform to the rest of the school
- Paralympics – children can make a presentation video about Goalball and the Paralympics. This could also include the competitive games they designed themselves (see Physical Education Extension Task).

The finale of your opening ceremony could be the whole school coming together to sing the Voices Around the World song, '*Lighting Up The Flame*'. If you have been videoing the practice and recording sessions, then you could play these before or afterwards, to show the children's learning journey.

With the opening ceremony complete, your school Olympics can finally begin! Enjoy and go for gold!

The IPC community would love to see examples of your learning, in any subject, at any stage in the learning process. If you have any pictures or stories you would like to share please visit our Facebook page at www.facebook.com/InternationalPrimaryCurriculum, tweet [@The_IPC](https://twitter.com/The_IPC) or email stories@greatlearning.com.

Resources

For this unit, you will need some, but not necessarily all, of the following:



Equipment

- Computers with internet access
- Atlases and globes
- Books, posters, DVDs and other resources related to Brazil, Rio de Janeiro and the Ancient Olympic Games
- Images of Rio de Janeiro
- Art and collage materials
- Goal ball equipment (blindfolds, ball with bells)
- Rhythmic Gymnastics equipment (hoops, balls, bean bags, ribbons)
- Moving picture/pop up books
- Percussion instruments
- Interactive whiteboard or overhead projector
- Headphones
- Music and sound files from the Voices Around The World website
- Video camera/digital camera (optional)



Links

<http://www.historyembalmed.org/ancient-egyptians/ancient-egyptian-sports.htm>

History Embalmed has a useful listing of the popular sports and games in Ancient Egypt. (Note: this site does feature advertising.)

<http://mappinglondon.co.uk/wp-content/uploads/2012/01/olympicparkmap.png>

Mapping London features a map image of the London 2012 Olympic park.

<http://www.mayankids.com/>

Mayan Kids is a useful online resource, providing information on a number of themes related to the history of the Maya.

<http://mayas.mrdonn.org/>

Mr Donn's Social Studies Site serves as a good-starting point for research on Maya daily life (Note: this site does feature advertising).

<http://www.olympic.org/mascots>

Olympic.org has an excellent section on mascots, with images and information on those

used for the Summer and Winter Olympics.

<http://www.primaryhomeworkhelp.co.uk/romans/entertainment.html>

Primary Homework Help explores the buildings, sports and pastimes related to the Ancient Romans.

<http://www.ballgame.org>

The Ball Game is an excellent interactive website exploring the Mesoamerican ball game and its significance to religious festivals.

<http://www.bbc.co.uk/education/clips/z33tsbk>

The BBC Bitesize website features a short clip with blind Paralympian judo gold medallist, Simon Jackson, who demonstrates that lack of sight is no obstacle to competition.

<http://www.bbc.co.uk/education/clips/zhm9jxs>

The BBC Bitesize website features an interview with wheelchair basketball player, Ade Adepitan, who talks about his determination to overcome his disability and succeed.

<http://www.bbc.co.uk/learning/schoolradio/subjects/music/clipslibrary>

The BBC Learning website provides a selection of short music clips designed to support children's understanding of pitch, rhythm, dynamics and timbre.

<http://www.bbc.co.uk/learningzone/clips/an-exploration-of-pitch/8609.html>

The BBC Learning Zone features a music video of 'What shall we do with a drunken sailor?'- exploring high and low pitch.

<http://www.bbc.co.uk/schools/primaryhistory/romans/leisure/>

The BBC Primary History website features a section on Roman games and pastimes, with artefact images, games and fun facts.

http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/

The BBC Primary History website has an excellent section on the Olympic Games with artefact images, an interactive presentation and fun facts.

http://www.bbc.co.uk/schools/gcsebitesize/music/elements_of_music/rhythm_metre2.shtml

The BBC Schools website explains rhythm notation, with a helpful audio demo.

<http://www.theguardian.com/sport/gallery/2013/aug/01/rio-2016-olympic-venues-in-pictures>

The Guardian news site features a stunning gallery of computer rendered images, showing the features of the Rio Olympic park.

<http://www.theguardian.com/travel/gallery/2014/jul/13/top-10-views-in-rio-de-janeiro-in-pictures>

The Guardian website provides a gallery of ten stunning views from Rio de Janeiro.

<http://www.history.com/topics/olympic-games>

The History Channel has a good overview of the history and traditions of the Olympics.

<http://www.greatlearning.com/info/ipc/the-ipc-world-cup-2014-v2/>

The IPC Great Learning website has an image of 12 of the World Cup mascots.

<http://www.northamptonshiresport.org/uploads/ks2-goal-ball.pdf>

The Northamptonshire Sports website has an excellent overview of Goalball. Official rules can always be simplified and adapted as necessary for your setting.

<http://www.oddizzi.com>

The Oddizzi website has a 'country close up'- section on Brazil, packed with information, photographs and videos, as well as hyperlinks to other supporting pages. IPC member schools can enjoy a free 30-day trial of the site. To claim your free trial please email IPCtrial@oddizzi.com. Upon application a member of the Oddizzi team will provide you with log in details for your school and students.

<http://tinyurl.com/q8ekll3>

The official Rio 2016 website features a promotional video of the Olympic park, combining computer graphics with real-world images of the site. The video highlights the different buildings and facilities that the park provides.

<http://www.rio2016.com/mascots/>

The official Rio 2016 website has a section for children, introducing the two mascot characters and explaining their story.

<http://www.rio2016.com/en/rio-de-janeiro/city-attractions>

The official Rio 2016 website has a section on Rio de Janeiro, with information and photographs on the main city attractions, a transport map and timeline.

http://www.olympic.org/documents/reports/en/en_report_1303.pdf

The Olympic.org website features a PDF document explaining the origins and meaning of the Olympic symbols.

http://www.olympic.org/Documents/Reports/EN/en_report_668.pdf

The Olympic.org website has an excellent PDF document with images and information on the history of the Olympic games and its traditions.

<http://www.olympic.org/athens-1896-summer-olympics>

The Olympic.org website has an excellent section on the 1896 Olympics, with images and facts, and a video gallery.

<http://www.perankhgroup.com/sports%20games.htm>

The Per Ankh website has a basic overview of games in Ancient Egypt, linked to images of Egyptian tomb paintings.

<http://www.perseus.tufts.edu/Olympics/index.html>

The Perseus Digital Library Project offers a comprehensive overview of the ancient Olympics, exploring the site, the different types of sports and stories about some of the most famous athletes.

<http://www.timeforkids.com/around-the-world>

Time for Kids has an excellent 'around the world'- section, exploring the culture, people, landmarks and geography of places around the world.

https://en.wikipedia.org/wiki/Olympic_symbols

Wikipedia provides background information on the origins of the Olympic symbols.

http://www.youtube.com/watch?v=_qAngsMJD3I

YouTube features an animated pirate song based on the popular children's picture book 'Port Side Pirates'-

<http://www.youtube.com/watch?v=9lejHKpfHso>

YouTube hosts a simple one-minute instructional video to help you find your vocal range.

<http://www.youtube.com/watch?v=Oj83jWsZjNY>

YouTube hosts the full highlights from the qualifying stages of the rhythmic gymnastics group from the London 2012 Olympics.

<http://www.youtube.com/watch?v=rZ26DMkMFks>

YouTube hosts the official video for the 'We Are the World'- charity song, recorded to raise funds for famine relief in Africa. The song was written by Michael Jackson and Lionel Richie and features contributions from over forty famous musicians

<http://www.youtube.com/watch?v=z9lFwCDuj38>

YouTube hosts this clip from the popular children's television show, Horrible Histories, in which modern-day sports presenters report on the Greek Olympics.

<http://www.youtube.com/watch?v=TJJnJdhfi5A>

YouTube hosts this demonstration of a Goalball game, showing the layout of the court and the positions of the players.

<http://www.youtube.com/watch?v=GU90dLxBpTQ>

YouTube hosts this short overview of the Goalball sport by fifteen-year old Paralympian competitor, David Knott.

<http://www.youtube.com/watch?v=1mvKhUUcLB0>

YouTube hosts this simple Kidzone sing-along pirate song: 'A Pirate Ship Sailed on the Alley-Alley-O'.

<http://www.youtube.com/watch?v=7JBoI08tSMU>

YouTube hosts this video showing clips from the 2012 Paralympics.



Books

The Dinosaur Games, by David Bedford, Macmillan Children's Books, 2012

Olympig!, by Victoria Jamieson, Dial Books, 2012

G is for Gold Medals: An Olympics Alphabet, by Brad Herzog, Sleeping Bear Press, 2011

I want to win! (Little Princess), by Tony Ross, Anderson Press, 2012



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